Guided Reading Sample Lesson Level 5, Day 2

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

*(T=teacher; C =child)*

| **Segment** | **Lesson Transcript** |
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| Familiar Reading (1:23) | C (all): (reading familiar books)T: Are you right? See how you stopped? You looked at me, because you knew you weren’t right. You said fly – this didn’t have anything to do with “fly”, did it? What was she doing? C: (inaudible)T: Yes, “feed my mouth.” Put your finger down and check the letters. Do you see the letters you’re saying? Look again – “feeeeed” – do you see the letters? And look at the picture. See how makes sense in the story? OK, keep going and see what else they are doing. T: (turns to another child who is reading): Oh, he was so clever wasn’t he? I love where he went. Why do you think he went in there? Was he about to get him? What was about to happen? (waits) Who was about to catch him?C: Fat catT: Fat cat was just about to catch him. T: OK, I want everybody to close their books.C: ow, I was just …T: I know you like reading about that ice cream cone  |
| Interactive Writing: Creating the Story(2:18) | T: OK, yesterday, we were reading a story about a little boy named Tom. Do you remember our story yesterday about a boy named Tom? … I want you to look at your neighbor in the eyes, and I want you to turn and talk to your neighbor about what happened, and why you think that little boy Tom was so brave. Turn and talk to your neighbor. I’m going to listen. Tell her why you think he was so brave? (waits) Do you have an idea – why was he brave? C: (looks at teacher)T: Tell her.C: He didn’t cry.T: He didn’t cry. What else? Tell him what you think?C: (waits)T: Why was Tom so brave?C: (inaudible)T: Yea, he fell, and Mom fixed him up, didn’t she. OK. T: (turns to other pair). OK, what did you tell her about?C: Tom cried and cried.T: Yes, he did cry. T: OK, so we’re going to write today about our little boy, Tom , and what happened on the way to the store, and why he was so brave. So, how could we start our story about what happened with Tom?C: Tom go hurt because he (inaudible) fall.T: OK, Tom got hurt because he tripped. That would be a good way to say it. Where was he headed?C: To the storeT: To the store! So let’s think how a second grader might say it. Hmm, on the way to the – you said store – could we start it that way? C (all): YesT: On the way to the store – say that with meC (all) &T: On the way, to the storeT: Hmm, that sounds like a second grade story. Let’s start our story with “On”. Here’s the writing part (points to top of large paper) and here’s our practice (points to bottom of page).  |
| Interactive Writing: Sharing the Pen (Part 1)(3:00) | T: On, on. Say it with me. T&C: onT: Who thinks they can write it? Write it on the practice page, \_\_\_\_. On. Turn around and check that word wall. Look and see, “on.” Do you see it? It starts with that “o”, it’s just one you have to know, isn’t it? “On.” All right, put it up in our story. (child writes “on” in story). On. OK, what’s next?C: On toT: Let’s see if that makes sense – “On to”C(all): (shake heads) No.T: No. How would we say it?C: On toT: Think, \_\_\_ let’s say it –C: On the – store –T: Wait a minute. On theC (all) storeT: On the store or on the way – which one is it?C (all) On the way!T: That makes sense. Our writing has to make sense, just like your books do. On the – oh that’s one we have to know fast. (Moves paper to another child)C: (writes)T: Oh, look how fast he is going. What does that say? C: theT: Write it again. Fast. That’s one you have to know fast. OK, put “the” in your story. C: (writes “the” in story)T: Ok, ready, reread and see what’s next. C (all): On the C: wayT: (slides paper to the child who said “way”). Oh, look at your word wall. See if you can find the one that says “day”. Do you see it? OK, show me “day” on the practice page (slides paper to another student who hasn’t written yet). C: (writes day)T: Yep, that’s it. Oh, that’s fast. See, if you know “day”, watch me, change the first letter and make it say “way” (enunciates the “w” as she says “way”). What letter? C: (starts to put “w” before the “d” in day)T: So put it right here. I’m going to show you. (Child writes “w” below “d”). And the rest of it’s just like day. C: (writes “d” after “w” and ay – wday)T: Almost, \_\_\_\_, almost. (Puts tape over the rest of what is written except for the “w”). You’ve got the “ww” now let me show you, watch. (Puts paper in front of all the children.) Here’s day, change the first part and make it say way. C: aT: It is an “a” (writes a). Watch me, I’m going to finish it. “way”. Now watch, if you know “day” (points to day), it can help you make the word “way”. (All say “way”). Put it in our story, \_\_\_\_\_ (gives paper to child who hasn’t written yet). Where’s “way”, point to it with your finger, where’s way?C: (finds “way”)T: OK, right here, you got it. C: (writes “way” in story)C (another) : like dayT: Um, hmm, it’s just like day. Do you hear the parts that are the same? Say them, “day”, “way” .  |
| Interactive Writing: Sharing the Pen (Part 2)(4:25) | T: OK, reread, see what’s next. (Points to beginning of story).C&T: On the way –C: to!T: Oh, we know that one fast – to – no, you don’t need it down there, you just know it. To…C: theT: Oh, “the”, write it fast. Now let’s reread, because good writers reread just like we do in our books. Ready, “on the way to the –C(all): storeT: store. That’s one we can say it slowly (begins to make boxes on the practice part of the page). I already hear \_\_\_\_ saying “st, st”. Now I made a box for every letter. What two letters make the “st” sound? (child writes) S, T. Now let’s stop and think, it was in our book yesterday. You need to be thinking, “how did it look in my book?” Store. “St” – now let’s keep going – C: orT: Or! What’s the part that says “or”?C:oT: o. Then what would you expect to see after the “o”C: (says slowly) storrr - writes “r”T: See how \_\_\_ is saying it slowly to help her? And what would make it look right on the end? Check and see if you can find store in your book? What would make it look right at the end? C: eT: find it. Find “store”. See how it looked in your book? So you have to be thinking, “how did it look in my book?”. (Children all locate “store” in the book and check). Alright, after he went on the way to the store, ready?C: (wants to make the period)T: Not yet, we have to make it a second grade story, ready? T&C: On the way to the store- what happened to Tom? Tom – C: trippedT: OK, Tom – that’s one we can say slowly, Tommm – (gives pen to one child) – want to try it. Let’s say “Tom” slowly, ready? (Children all say and discuss letters while one writes on practice part of page). Run your finger under there and check it, does it say “Tom”? You see the letters you’re saying? Let’s look, is that how “Tom” looked in our book? (holds up book)C (all): YesT: Yes, you have think, “Oh, I remember how it looked in the book to write that one.” OK, put it in our story. Tommm. Alright, ready, what’s going to be next, help me. T&C: On the way to the store Tom – tripped.T: tripped. Oh, watch my mouth. Trr – ipped.C: T and rT: T and r – (makes boxes). \_\_\_ says “tr” Here, we’re going to make it say “tripped” – (hands pen to a child who puts t and r in first two boxes). “i” like igloo – (child writes “e”) – it’s the other one- what says “i” like igloo – C(all): IT: I. (child writes ‘I’ in box). C: (sounds “pp”)T: Oh, I heard you say “pp”C: (puts p in next box)T: Now, run your finger under – (all) – trip – Do you see the letters we’re making? Are you looking? Let me show you how to make it say “tripped”. Just do this, this is your ending. This will make it say “tripped.” OK, you want to stick it in? “Tripped.” C: I want to put the period in.T: Yes, all good stories end with a period.C: Or a question mark.T: But we’re not asking a question. If we were, we could put the question mark. (Child writes and teacher supports transferring from boxes to story)… And the ending is “ed” – tripped. |
| Interactive Writing: Concluding the Lesson (2:09) | T: Alright, let’s see if we’re ready to stop and put the period there. Ready?C: (reads) On the way to the store Tom tripped.T: Tripped. Would it make sense to put a period there? (Children nod). Alright, put a period there \_\_\_\_. OK, read it and see if our story makes sense. C: On the way to the store Tom tripped. T: Is that what happened in our book? Alright, \_\_\_\_, you read. C: On the way to the store Tom tripped.C: (reads)T: That’s what happened, isn’t it. What’s this say that you know fast? C(all): theT: What about this one?C (all): theT: What about this one?C(all): toT: All those little words help you –C: Don’t forget this one (points to “on”)C(all): OnT: See, all those little words help you when you’re reading and they help you when you’re writing. You have to know them fast (snaps fingers). Lot’s of them are on the word wall. So that’s what you can use to help you when you’re writing, the word wall. What else can you do? Can you say a word slowly? Does that happen? Say them slowly. And words like “day” can help you make new words like “way.” What about if you changed the first letter and made it say “may”? C: mT: What would you put at the beginning to make it say “may”? What letter would you put at the beginning? Watch me, I’m going to write it. (Writes “may” below “day” and “way”). Watch: “day”, “way”, “may”. See, those are all the different things you can do when you are writing. You know what, we do those same things when we are reading. They all work together to help you to be super-duper smart. Alright guys, good job.  |