**Teacher Commentary – Level 13 Sample Lesson Day 2, Karen Branch, McLees Elementary School**

*Joanne Durham, Interviewer (I); Karen Branch, Teacher (T)*

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| **Segment** | **Transcript** |
| **Running Record**  (4:21) | I: First you took the running record on the new book they read yesterday, Ratty-Tatty. Can you walk us through your running record and share what you saw the child do, and what you jotted down?  T: On page 2, while she was reading, the first 2 lines were correct, but when she got to “stole” for “Ratty-Tatty stole the woman’s egg” she said, “stop” and then she knew it didn’t look like “stop,” so she said “st- ol” and then decided for “stopped” and then she said “the woman” and then she went back and said “Ratty-Tatty stole the woman’s egg.” Once she got to “woman,” it was enough that she realized it didn’t make sense, so she went back and self-corrected. She skipped “that”, she just said, “Ratty-Tatty is no good” instead of “That Ratty-Tatty is no good.” She did have some rereading, kind of pulling it together.  Then on page 4, instead of “the man cried” she said, “Then” and then self-corrected because that’s a known word. Then she said “the man cr-id” and then “cried”. So she’s starting to be flexible – it could have been “crid” but that didn’t make sense, cried makes sense. At the end she said, “so she didn’t” instead of “he didn’t.” There I think she didn’t have her eyes on text. She was just trying to remember the pattern instead of actually looking. She knows “she” and “he”.  Page 6 was correct, but she did some rereading to pull together.  Page 8, she got to “some” and then reread “they put s-ome, some” – again, that’s part of being flexible. I would like her to come to “some” as a known word, and just automatically say it, but we have some issues with high-frequency words with this group anyway. Then she said, “on the snappy trap” instead of “on a big snappy trap” so that’s a substitution and an omission. Then she said, “that was cheese, Ratty-Tatty, they said.” That was cheese would make sense, but “that was cheese, Ratty-Tatty they said,” I would have liked for her to have gone back there, because that line made sense but in the story as a whole, it did not make sense. I want her to hold onto the whole story, not just this one line. So I wasn’t very happy with that.  On page 10, she did some rereading. She said “I didn’t” and I don’t think she was satisfied because she went back “but I didn’t” – she said “didn’t” again, but that’s an integrated error, again, that’s one of those that’s a high frequency word that should be know.  She came to page 12, and for “touched” she said “t-touched” – got it started and was thinking about her story.  She actually skipped page 13 with that text on the bottom.  Then page 14 she did the same thing when she got to “cried” she said “cr-id, cried” and then went back and pulled it together, “they cried”. At the bottom she said “I would catch her if I could” instead of “we”. Again, those are known words and she probably knew the pattern instead of really looking.  And the end was correct. |
| **Running Record Teaching Point**  (3:20) | T: So, I put a big star beside the part that didn’t make sense with the wholeness of the story, because, especially with her, she has got to use meaning. She’s one who came in and wanted to go letter by letter at difficulty for every word. So I want her to know that meaning is fast. That’s the fastest way to get at it, if you think about what doesn’t make sense. So when this didn’t make sense, that’s where I took her back. As soon as she saw it, she said, “I didn’t see ‘will’” So she was able to do that. And then I praised her – I think I actually praised her first – for the “stop” and “stole”. That’s what I want them to do, to look all the way through. In stop and stole, the first 3 letters are the same, and it made sense until she read on, and then something triggered, “hey, that doesn’t make sense” which is exactly what I want her to do, to use that meaning and the visual together, not just at the error, but to make sure you’re thinking about what makes sense the whole time through the story.  I: So the big idea with all of that was that she’s using the understanding of the whole story, not just right  T: Not just in pieces of it. The whole story has to make sense.  I: Which is what we want, eventually, reading to be all about.  T: Yes, exactly. She’s got to be thinking about – even for comprehension in second grade, it’s not as much about the decoding, it’s all about what you read, remembering and understanding what you read. So if she can get that in these easier books, it will help her when she gets to the higher levels.  I: Absolutely. And understanding that that’s why you read anyway, not just to show that you can get the words right  T: And not just to make your teacher happy.  I: So some of these other things, you’re not going to use them as teaching points now, because you don’t want to go on and on and on, but are there some things that you’re putting in your mind that you’re going to think about with her. What are some of those?  T: The known words. I picked this book because with their fluency, I would like them to be more fluent, but when you pick books that have repetition, you have to be careful too when you have children like this that want to just remember the pattern and not look. So I’m really going to make sure that I redirect her all the time, are you looking, did that look right, even when she’s right and when she’s not, so that she understands, it’s not about remembering what it says, it’s about reading what it says. And then we need to work some more on the high-frequency words, on getting some of them more firm than they are now.  I: And then, connected to the comprehension issue, you were pleased that she went back and reread so much even when she didn’t make a mistake, but she was pulling it all together.  T: And that helped too with some of the fluency. She went back and pulled it together when it sounded right, and when it sounds right it makes more sense, so the fluency and the comprehension go together too.  I: They really help each other. |
| **Writing : Choosing and Initiating the Writing** (3:01) | I: Then you moved on to the writing. Tell us why you decided to do the kind of writing you did – to have the kids summarize, to have them each come up with their own summary.  T: They’re starting to summarize in the classroom, so that’s one reason I picked summarizing.  I: As a classroom teacher too, what you do in guided reading might then help you with your whole class.  T: “Somebody wanted but so” is a really – not that it’s easy – is one of the easier ways to summarize, because it’s a framework that the kids understand and all they have to do is pick out the somebody, what they wanted, the problem, and how it was fixed. So we’ve been doing that, I think this is the third book we’ve done it with, and we started doing it together, coming up with it together and we all wrote the same sentence. But now as they’re getting higher, they need to be more independent, and they need to be able to formulate that on their own and then they take more ownership of it. It’s not me telling them what to write. They’re coming up with their idea that they get to write. They have more ownership of it and they feel, I guess they’re a little proud that they got it and they can write it. I went over it at the beginning and got everybody to tell me what they were writing, just to be sure we were on the same page. So once they started writing it wasn’t something completely off base, and for them to verbalize what they were going to write. It helps them to say it. It gives them a better idea of what they’re going to write and making sure that it does make sense.  I: And using that oral language is what helps you get your ideas  T: Get your ideas out. In your head it might sound good, but once you say it, wait, it’s not quite right. So then they all wrote their own, because it was the summary of the story, but they did have some variations. One little girl did put “in a big snappy trap,” using some of the language from the book, where the others just said they wanted some cheese, but couldn’t get it.  I: And the one little girl said because “she was scared.”  T: That way, they get to put their own – not personality, but their own little voice into it. Well, it didn’t say anywhere in the story that she was scared, so that lets you know that she got it. She knew that Ratty-Tatty was scared of the trap and that’s why she used the fork. It lets you see into their comprehension a little more and how they’re seeing the story.  I: And you want them to understand that there isn’t one correct way to write this summary. There are many ways that it could be put into language, so that was really nice that they had that opportunity. |
| **Supporting the Writers** (7:10) | I: OK, so let’s take a look at the writing. I think how you utilized this writing to support the kids both in reading and writing, there was so much going on in what you did in prompting them with the writing. So talk about some of the prompting that you did with them as they were working.  T: This group again has trouble with some high frequency words. So when they got to “wanted” I prompted them to write “want” and then put the ending on it. It’s a smaller chunk so it’s easier for them to remember “want” and then put the ending on it.  I: So over here, that’s what he’s doing on his practice page  T: One little girl especially anytime she’s not sure she goes to her practice page to work it out. That’s how we started at the beginning working a lot on our practice pages, and putting it over here, so that’s what she’s comfortable with, so she goes to her practice page, checks it out, checks herself, and then will put it in.  This little guy wrote “some” “sume” and I left it, and he left out “get it” – he wrote “Ratty-Tatty wanted some cheese but she couldn’t, so she got a fork.” I left it and had him go back and read it and asked him if it made sense. I think I told them that something wasn’t quite right. To him it made perfect sense to say, “but she couldn’t” so then I had to prompt him, “She couldn’t what” so then he got it and went back and added that.  I: So that was actually helping them again to understand about this whole meaning part of the reading and writing, that it has to make sense  T: It has to make sense. It doesn’t go away. And then with “some” he still couldn’t get it, but he knows “come,” so I had him write “come” and then said, “so if you know ‘come,’ you know ‘some’. He then immediately wrote ‘some”, so linking what he doesn’t know to what he does know, how he can use what he does know to get to something he doesn’t know.  I: And this would again be something you would want him to do in reading too, right? T: Absolutely. And then “get” – the first time he wrote “git” so I told him to come and write it again and think about how it looks in a book, and that’s the way it looks in a book.  I: Because really you don’t hear the difference between the “I” and the “e”  T: Especially not in the South. We all say “git”.  I: So you have to use  T: What looks right. And for fork, you know “for”, so write for and the k is added. Now she struggled with “want” but she also said “was” for “will” and has some trouble with high-frequency words in her reading, so obviously in her writing she also has some issues. Having them write it several times, and get that motion in it, and maybe that will help next time when she comes to it, she’ll remember this is what it’s like. With cheese, we worked on the “ee” yesterday, so most of them when they got to “cheese” they put the “ee” from “see” so I was happy about that. She said “because she was scared.” So she came over here, she knew she didn’t know it, so she tried it, and she did a good job, she wrote what she heard, and I just said, yes, you did a good job, you wrote what you heard, this is what it looks like. There’s no way she would get to scared. So I showed her – you were smart, this is what it looks like.  I: So this is really understanding where the child is in their development and being sure they stay positive about what they can do, because this was really quite a nice hearing of the sounds.  T: And I’m not sure that “scared” is something that we’ve read. If it had been something that we read, I could have said, “Oh, you read that in and said a story” but I’m not sure we’ve actually read “scared.” So she did the best she could and this is what it looks like.  I: On that fork, too, for both of them, you went from the “for” – and this is similar to what you did yesterday, right – it was different letters, but it was  T: finding a part you know  I: They all seemed to when you said you know part of it  T: One of them, when we had time, I asked her to go back in her book and make sure that it looked the same way as it did in the book, just to get that idea that it has to look like it does in a book. It’s not just about what sounds right, it also has to be the way it looks. It could have been a “c” but that’s not what looks right, the “k” is what makes it look right.  I: And you let them use the book for Ratty-Tatty, right off the bat. So when would you suggest that they just look in the book and not?  T: Ratty-Tatty I probably could have clapped it, but it was right there on the cover, so I thought that there were other places we would have to work so there was no sense in working  I: On something you’re not going to use very often  T: I try to think where can we work that you’re going to get the most bang for your buck, like these parts and using analogies. That’s what they’re going to use more so in their reading and in their writing. He’s probably going to write “some” a lot so that’s something that’s important to go after. “Wanted” is something that they’re probably going to use in their writing when they’re writing narratives. So I try to think about things that will help their reading, but also in their classrooms when they’re writing in their journals.  I: And in their reading with “wanted” it’s like they’re going  T: parts of the word, reading all the way through and making sure it looks right all the way through.  I: So you’ve been able to reinforce so much that you’re teaching in the reading here, but like you were saying, at the same time you’re also supporting the writing you want them to do, because you want them to like to write and to be successful at it.  T: This group has come a long way. They were Level 2s at the beginning of the year, and now they’re reading on 13s and the 13 was easy for her, so we’ll go on to 14s. I think the writing is what has helped them, it has pushed their reading. I think that’s what has allowed them to accelerate the way that they have, is making that connection between the reading and the writing. |