Guided Reading Sample Lesson Level 1

Kindergarten, Patsy McGregor, Homeland Park Primary School, Anderson School District 5

*(T=teacher; C =child)*

| **Segment** | **Transcript** |
| --- | --- |
| Working with Letters (2:40) | T: Match the ones that are the same. (Children each have a plate with magnetic letters and are matching letters that are the same – b, n, k, s, l, m)T: That’s a big one. What letter is it? Say it with me – “down and around”. What’s that letter? Good job, that’s a “b”. T: What’s this? and this… All right, you keep working on making them match while I work with \_\_\_. (Teacher mixes up the letters again.)T: (to another child): What’s this?C: k, b, m, s, l, T: this is an “n” - \_\_\_ has an “n” in her name. Can you say “n”?C: nT: Good job. OK, I’ll mix them up and you try it again while I work with \_\_\_\_\_T: \_\_\_\_, what’s this? Look at it this way, what is it? “b” Say it with me “b”. Let’s write it (takes child’s hand and makes it on the table) down, and around. What is it? Say it, good job, that was a big b. What’s this?C: l, T: This is in your name!C: nT: Good job! T: (to group): You all did such a good job. What is this letter? (holds up “b”). All right, lets write it in the air, take your reading finger, down and around, and what is that letter? b – let’s do it one more time and I’ll turn the right way this time – down and around. Good.  |
| Working with Sounds (2:42) | T: Now we’re going to do a sound sort todayC: Yea!T: And we’re going to sound sort the b sound and the n sound (draws them on white board). I’ll make a big B and a little b. Do we know what makes the b sound? Bear. And what does the n say? C: nnnT: Good! Like nest, that’s right. I’m going to give you some picture cards – I’ll give you a bike and a net, and I’ll give you a necklace, and a bat, and I’ll give you a boat and a nest. (hands 2 pictures to each child as she says them). And remember, you say the name of the picture, and say the sound that it starts with, and then you tell me the name of the letter. Remember? Let’s try it. Let’s let \_\_\_ go first. Pay attention, you might need to help him. OK, what is this?C: bicycleT: Uh huh, bike, what sound? What sound do you hear? b, b – bike. Where does it go on our sort? Good job. OK, what’s that? C: net.T: Net. What does it start like? C: Nest.T: Good, what letter is that? N, good. (child puts the card under the n column.)T: OK \_\_. What’s that? C: Bat.T: Bat. What sound? bb, bat. What’s that? necklace. Say it – what sound? (Child puts the pictures under correct columns)T: OK, \_\_\_. What’s that? C: NutsT: Nuts. What sound?C: nnnT: nnn, good. And what is that?C: boatT: what sound?C: beT: b. (child puts in correct column). You all are getting so good with your sounds. I’m very proud of you. C: I played with my bicycle.T: You played with your bicycle today? Good. (Teacher collects the cards and puts them away.)  |
| Working with Books – Book Introduction (2:28) | T: All right, we’re going to read a new story today called “A Day At School.” And the moose, and the bear, and the squirrel, they’re all at school and they’re telling us all the things that they can do at school. What can you do at school?C: ReadT: You can read at school. What can you do at school? (waits) What do you do at school, \_\_\_?C: PlayT: You play, good. What do you do at school, \_\_?C: CentersT: You have centers? Yes! You all do fun things at school. Let’s look to see what kinds of things they might be doing (opens book and covers text). What do you think they might be doing?C: looking at booksT: They’re looking at books. Do you think they might be reading like \_\_\_ said? C: paintingT: They’re painting. Yea. (turns page). What else do you think they’re doing?C: Drawing on the board.T: Are they drawing or writing?C: writingT: You think they’re writing? C: (pointing to picture) – presentsT: Oh, you know what, those are their blocks. What do you think they’re doing with those blocks?C: building –T: building, yea, look, it says “We can build” (uncovers words on the page)C: That’s a “b”T: “It’s got a “b”, \_\_\_. High-5!C: It’s got “can”T: And it’s got “can”. That’s a word on you all’s word wall. And what are they doing here?C: playingT: Playing a game. And you know what it says on this page. “We can play.” You all are so smart. All right, \_\_\_ has already found the word “can,” but when I give you your story, I want you to see if you can find “can.” Frame it like I showed you. Remember how to frame it. Good job. What is that word that you know? “can.” Can you frame it, \_\_\_. Good job. All right, last week your word wall word was “we.” Can you find “we”? (Child frames “we”). Can you find “we”? This is we. Can you find we on this page. Frame it with your fingers. Good, you found “we.”  |
| Working with Books – Reading the New Book (1:51) | T: OK, let’s get our reading fingers ready, and let’s read together what they can do. (T reads with all children to get started.) C: “We can read.” T: Good. C: “We can paint.” C: “We can (teacher with one child, helping him to move his finger to match) paint.” C: “We can (teacher with child) build.” T: See the “b” right there. That helps you, look – see that helps you know that is “build.” (To other students): Keep reading, remember to start over. C: “We can ..” T: What are they doing?C: PlayT: Good. OK, read it again. (turns to next child)C: We can read.T: I’m so proud that you’re pointing.C: (reads) “We can write” (for build)T: Earlier, you told me you that you knew what that was. What are they doing with the blocks?C: buildingT: Uh, huh, so what’s that? (points to the b)C: bT: Doesn’t that help you? Uh, huh, that can help you.C: We canT: What are they doing? C: We can playT: Good job.  |
| Working with Books: Teaching Point(0:34) | T: You all did such a good job. (T. collects books and holds one open to page.) Listen, I like the way that your finger and your mouth matched. You said “We can write.” I liked the way you matched when you read. And I also liked the way that \_\_\_ noticed that on this page, when they were talking about what they were doing with the blocks, and she knew that that “b” would help her there. That’s why it’s important to know your letters and know the sounds that they make, because that helps you when you read, right? Good job.  |
| Interactive Writing (3:50)  | T: We’re going to write a sentence now. Listen to what we’re going to say. “We can read books now.” Can you say that sentence with me? All: We can read books now.T: Because you just showed me that you can read books, and I’m very proud of you. All right, so, “we” was last week’s word wall word, do you remember it? Where is it in your room, do you remember it from last week? \_\_\_\_can you write “we” for us – you found it. Do you see it up there on the wall, on your chart. What is it? It has a “w” and an “e”. Do you see it? (child writes “We”). Look, \_\_\_ wrote “We” in our story “We can read books now.” So if we have “We” what comes next?C: canT: Can. Do you want to help us write “can”? (takes sentence strip to next child). Where is “can”? Is it on your word wall? Do you want to look in the book for “can”? Find it in the book. Good. Now write it in your story. Ok. We can read. What sound does read—C: “r”T: \_\_ heard that sound. I’m going to let her write the r for me. Can you put the r there, just like in your name. That is an r, you found one in the story. Good. (Child writes r and teacher finishes the word “read.” We can read books. So what do you hear at the beginning of books. What do you hear? C: b T: Say books. And what is that first sound? C: bT: Can you make it for me. \_\_\_\_, practice making the b (in the air) down and around. You are so smart, that is such a good b. Let’s go back and read it, everybody. We can read books. (Teacher adds rest of “books.”)C: Can I put the period?T: Well I’m not ready for the period yet because we have one more word and I ran out of paper so I’m going to squeeze it in here. OK let’s read, “We can read books – now.” What do you hear? Everybody say it.C: nT: It’s the n sound. Very good. (gives child pen for the “n” and writes the rest of the word.) OK, \_\_\_, you can do the period. I’ll let you do something else in a minute.  |
| Cut-Up Sentence (3:51) | Now, I’ll cut it apart. OK, do you want me to give you can since you wrote can. OK, read it as I cut it. We can read – what’s this word? books – that’s good, now. OK, ready, “We” – who has “can”? Who has “read”? Let’s read and see if your word comes now? (Each child puts word out as they build the sentence.) Let’s put our sentence back together. I’m going to let each of you read it. We’ll go around the table and take turns. Go ahead \_\_\_. You don’t have to say that (period), that just tells you to stop. (Each child takes turn). Listen to \_\_\_ read. Good job. You all did such a good job today. OK, what’s this letter? Not p, but b. What does b say? bbb. What’s this letter? No, not a b. It’s an n. Say it. What sound does it make?C: NestT: That’s right, it’s like the nest. All right, you all worked very hard today, I’m very proud of you.  |

**Teacher Commentary** *(J= Joanne Durham, Interviewer; P = Patsy McGregor, Lesson Teacher)*

| **Segment** | **Transcript** |
| --- | --- |
| Introduction and Lesson Focus (2:36) | J: Patsy thanks so much for your lesson. It was really helpful. Can you tell us a little about this group of children, how you got them into this group?P: We tested all the kindergarten students at the beginning of the year with the Observation Survey and we chose children that were performing at the bottom of their class and knew fewer than 40 letters. So they were in the Pre-A group. Most of these children knew at least 1 letter; some of them didn’t know any. So this group is perfect for them. I have worked with them – this lesson was Week 11, so I had had them for 11 weeks and we had done lots of different activities within that Pre-A framework.J: So just explain when you call it the “Pre-A” framework, what you’re talking about.P: It’s Jan Richardson’s Pre-A Framework and we use that with children to start them off with guided reading lessons if they know fewer than 40 letters. So it works on names, name activities at first because a lot of the children needed to know the letters in their names to get started. So that’s how we started. Then we worked on other letters and tried to find ones that are in common. I was daily taking little letter checklists to see who knew what and trying to match it that way. You want to have at least 2 known letters when you’re teaching anything new, so that makes them feel confident and gives them a good basis. Then we go on into sounds. There are 3 sound activities you can do. You can clap syllables or do the little sound sort which I did in this lesson, or you can do rhyming words. They are just not quite ready for that at this point. And then you move into the other components of the lesson, like the book introduction, the story, and the writing piece. In Jan Richardson’s book she has a form and it’s very easy to follow for teachers, but it’s not scripted out. You are still planning it based on the individual children. J: So what were your overall goals for them in this particular lesson? P: We’re working on quick letter ID, and 1-1 matching in their reading, and actually they’re starting word wall words, so they’re starting to notice words in print. |
| Working with Letters (1:50) | J: So talk a little about that first letter matching activity – why did you do it, what are the kids getting out of it? P: I may have two children in the group who know one letter and two children who know another letter, so I tried to find the ones that were most common. I picked two letters to work on and two new letters. So we are trying to get them to – There are three ways to remember so the sorting helps them to visually discriminate, and then you want them to say the letter and use movement when they are writing it. So that’s why you saw me in the air, “make a ‘b’ like this” and I tried to get them to make a “b”. That helps them remember.…a strategy we used in the beginning to get them to learn those letters at first - we say them, we trace them in the air, we do all those things. But if they are having a lot of difficulty sometimes I will get them to match them first , then I’ll point to them and see if they know them that way, and then I’ll say the letter name or see if they can tell me the letter name. So those are 3 different ways to check to see how well that letter is known.J: OK, because they might know how to do the match but--P: They might be able to match but not be able to tell you the letter name, and you might say the name and they can point to it. So that was scaffolding that procedure for them. We use that a lot at the beginning.J: Because you want to be sure that they really know it P: You do the easiest thing for them to do, and them pointing to it would be the next, and then saying, “tell me this letter” would be the last. |
| Working with Sounds (1:08) | J: Then you did the sound sort which they were very excited to do.P: They were. We haven’t done a lot of the sound sorts so that was fairly new and they enjoy that activity because they get little cards and they think it’s neat every day to have a different card. They have to say the picture name and then place the card under the right sound. That helps with the phonemic awareness and helps them when they start reading, “Oh, the ‘b’ says /b/ and make those connections.J: What do you think is so important about them actually saying it instead of just looking at it. I noticed that you tried to get them to say itP: I did. They had to articulate the picture because that helps them make the connection to that letter sound. Then when they see that letter, that’s the sound that they will make. We do lots of activities with those same picture cards, but we also have a common ABC chart that we’ll read sometimes and just say the letter sounds and the picture. J: That way they’ll associate-P: They’ll associate that and then you can make links to that.  |
| Working with Books: Book Introduction (2:12) | J: So then you introduced a new book, and you used this book, *A Day at School*. So tell us why you chose this book?P: I chose it for several reasons. I thought they would be interested in it, because they could talk about their day at school. That did get some conversation going, which is very important. Their oral language skills are not as developed as those of some others in their classroom, so it’s important for them to have an opportunity to talk. Then there were some words in the book that they had had the week prior. The word wall word was “we”. And then the week we were working in, week 11, it was “can”. So I was able to get some of their high frequency words in print as well. We’re really working on 1-1 matching and I like these books because the words are big and the spaces are far apart and they can get control of that strategy. J: So then you introduced it. Tell us about the elements of your book introduction.P: Well I tried to debug anything that I thought was going to be tricky for them. I showed them this page where they were going to have “build.” We had worked on the letter “b” so I was hoping that they would make that connection. If they didn’t know they were building with blocks, that I could say, “Oh, here’s a way we can help ourselves if we get stuck.” So I was using that as kind of a teaching point there. And then I wasn’t sure what they would say on the “play games” page but this was a good place for me to see if they were monitoring their 1 to 1 too – [would they say] “We can play games” or “We can play” – what strategy were they using. So a lot of thought went into preparing which book I chose.J: And at the very beginning you also and you probably always do this – gave them a very quick summary of what the book was about.P: Right, just a brief little overview, and then if there are any words I want them to find, they locate the words, because you want them to be able to locate words in print, and then debug any concepts that I think will be tricky for the children.  |
| Working with Books: Reading the New Book (2:18) | J: So when they began to actually read the new book, you had them all reading the book simultaneously. I think that’s a really important concept instead of having everybody take turns so talk about that. P: We find that it’s easier for them to all read the book together because they can hold onto the meaning of the story. I think if you let them individually read a page at a time, they don’t necessarily grasp the whole story concept, or they may just be waiting on their turn, so that’s why that’s really important.J: And then you also get opportunities to see what they are doing P: RightJ: So as they were reading, you were listening to them. Talk about what you were listening for and what language you used with them.P: I remember asking them – taking a child to the first letter when she got stuck to see if that would give her a clue as to what that word was, and I worked on bridging comments throughout with meaning if they were having some difficulty reading. I made note of those who were making the 1-1 matching and had that under control. And when I read the book with them in the beginning, I was able to model that for them too. That’s really important in these early lessons.J: So they’re seeing how you do it.P: Right, this is how good readers read. J: Can you tell us what language you use when you want them to think about the meaning.P: Well, you can say, “Does that make sense?” or “Are you right?” or just bridging comments, like, “Yes, he is painting, you’re right.” J: So you’re taking them back to the picture as a clueP: That’s an important piece in these early books, too, that they know that the picture can help them.J: And you said that, too – “I like how you used the picture to help you”P: Right.  |
| Teaching Point (1:11) | J: So then after you listened to all of them, you did a couple of little teaching points. What led you to decide – I think you talked about the 1-1 match and you did the thing with the “b” in “build.” So why did you decide on those teaching points?P: Well those are just real important things that they need to get under control at this point. It’s always good to praise something they are doing well because that behavior will continue, so that was why I went back to the 1-1 matching and praised them for good pointing, and then letting them know that the initial letter can help them when you get stuck, if you make that sound and check your picture to see if it makes sense. You can try it and see if it works.J: And actually you told me that those two things really were the focus of your lesson, so you were looking for those to see if the children would do them.P: Right.J: I guess if you don’t have a 1-1 match at this point – you really have to have that to get further—P: That’s right, you’ll spend a lot of time on that.  |
| Interactive Writing: Choosing the Sentence (1:24) | J: Then finally you did a whole writing piece with the sentence. So tell us what your goals were with the writing and how you accomplished them.P: You definitely choose – (looks at lesson plan) – I put, “We can read books now.” We go ahead and choose that sentence ahead of time, just because it saves time in the lesson, and you’re pushed for time to get all this in in twenty minutes, so I chose the sentence and you have to really put a lot of thought into the sentence because you want to pick some words where the children can at least write that initial letter. So that was why “We can read books now” gave them the “b”; \_\_\_\_ wrote the “r” because her name starts with “r” and that’s a letter she has control over. We found “we” on the word wall so we were able to use that word wall some more within the lesson. We found “can” in the book and were able to make another connection there for them. So as long as you have echoes throughout the lesson, that’s a big piece, and this pulls it all together. J: Hmm – that’s nicely put. Because they were working on so many of the things they had done in the lesson in that one sentence.  |
| The Cut-Up Sentence (0:49) | J: What do you think the point of the cut up sentence then is? P: Well, I think in cutting it up, they’re all trying to grasp the idea right now that letters make words and words make sentences and I think you’re demonstrating that when you do the cut-up sentence. You can lay it out and exaggerate your space if you need to, if you’re still trying to get the 1-1 under control for some of them. You can make the words further apart. That was a lot of words for them to be able to match, because their book only had a few words to match, so that was raising the bar a bit for them there. They did a great job with that. J: Yes, they did, and they enjoyed it too,P: Yes, to each have a turn |
| Final Reflections on the Lesson (4:40) | J: I noticed you referred to the word wall several times during the lesson. So what role does the word wall play? P: In Kindergarten, a lot of the word wall words are high frequency words that they are going to see a lot in books. When I was teaching in my classroom I called them “popcorn words” because they popped up all the time. I think you’re building that little high frequency vocabulary for them and those words will become anchors as the books get harder and harder for them. So they need to know those words fast and they need to have quick visual recognition of those words.J: There were a lot of things that happened in twenty minutes. What are some of the things you think about to be able to incorporate so much into a lesson?P: You have to be prepared and have everything ready right there in front of you so that you don’t waste time with that. You have to plan way ahead and know what specific things you’re looking for – have a focus for your lesson. I took a few notes. I sometimes take a few more notes after the children leave, but at this point in the lesson you are so engaged that it’s hard to jot down everything. You have to keep some of your notes in your head. I follow that Pre-A Lesson Plan and it does make it very easy to follow. There are several activities you can do with working with letters, several for working with names, and it gives you some options to choose, and you just have to choose how you’re going to get the most bang for your buck during that time period. J: And would you say that the needs of the children in that group are the same or different and how do you manage the fact that they are obviously all going to grow at different ratesP: And they do; they all learn at different rates. We’ve had a few that were in the group move, but for the most part I still have three of them all together. But we’ve moved on. We’re reading in Level 3s now, so they are starting to really monitor their known words and really doing some good things so I’m very encouraged. They were identified as needing the most help in their room at the time, so I feel like we’ve covered a lot of bases. This lesson format helps you meet their individual needs.J: Because you can see how they all work with the different pieces P: Right.J: If you had more children in the group, would you have to make some adjustments?P: I don’t think so. Typically there are 4 in that group but one was absent that day. I wouldn’t really change a thing. It would be a little more bookkeeping on my part, in terms of who knows what. I would try to pull them individually from time to time to do a quick letter check to see where we were and what our focus needed to be the following week, but I wouldn’t change giving them all a turn and that kind of thing. J: It would just take a tiny bit longer, but nothing big.J: Then in terms of assessing how they were doing during the lesson, what kinds of things do you jot down?P: I took some observational notes – I put that \_\_\_ knew all of his letters and partially knew “k” and “n”, I wrote the sounds that \_\_\_\_ knew when we were doing the sound sort. Those are the kinds of things that I might refer to later and maybe when I’m writing my sentence the next day, if there was a sound that one of them had heard, I might get them to writing that beginning sound in their story, to make sure that they are maintaining that.J: When you say, “partially known” what do you mean?P: He knew it one time but didn’t know it the next J: OK, so it’s not firm yet. |