

Lesson Transcript: Using Pictures to Understand - Kindergarten

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T: Teacher, S: Students

Mini-Lesson: Part 1 – Engage and Model

T: OK, boys and girls, today for independent reading, what I want us to talk about first is the different things that we've been doing as independent readers. One thing that we've been talking about is that independent readers set goals. We've been working on one goal, improving our – (kids join in) stamina. Stamina, right. We're using our stamina tree for that goal.

And stamina is how long we can read.

T: So last time, we read for 9 whole minutes, and that was wonderful. Today our goal is going to be 10 minutes. So when we go to independent reading, that's our goal – 10 minutes of engaged reading.

T: So we've talked about how readers set goals. We've also talked about how we use different strategies when we read. Yesterday, Alex gave us a great example of rereading. Remember? He read, he made a mistake, he stopped, he went back, and then he – fixed it. Good. Now, today a strategy that I want us to talk about – want to see what it is – look at pictures. So we know that we do rereading when we do independent reading, but we also know that the pictures can help us big time when we read. I want us to use this book. It's called "Parade" by Donald Crews. I picked this book because over Thanksgiving I watched a parade. 1:

S: Me too!

T: So I thought maybe you too, and we have Christmas parades

S: (many chime in about parades)

T: Um, hum – OK, hands down. Thank you ____, Thank you G__.

T: Now, when we read this book, what do I want us to focus on? (points to chart). Looking at the pictures. I'm going to go first. Now when I look at this book, I see a picture of a band, and they're playing music, and I know I've seen that in a parade. So I'm thinking this book must be about –

S: (all) Parades!

T: Now, when we're reading and looking at the pictures, the pictures really help us understand the –

S: words!

T: The words. They do. So if we're ever confused about the words, we can always look at the –

S: pictures.

T: What if the book is a little too hard. Can we just look at the pictures?

S: yes.

T: All right. Now this page, I see – oh, I've seen that type of truck before, they sweep up the streets and get them clean, so I'm thinking that this truck must be getting ready for the

S: Street!

T: For the what?

S: Parade

T: For the parade. (turns page) Now remember, we're going to look at the what first?

S: Pictures

T: The pictures. Because we (points to chart) look at the pictures. So I'm going to go first. This looks like a pretzel cart, and a flag cart, I see somebody riding a bicycle, and I see somebody selling ice cream, and somebody selling balloons and I know those are all things I've seen at a parade. So now I'm going to read the words and see if it matches. "Buttons, balloons, and flags for sale, hot dogs, pretzels, ice cream and soda to buy."

T: Was I right?

S: YESSS!

T: I was. All right. Let's keep going. The first thing I'm going to do is look at the –

S: Pictures!

T: I see – there's that ice cream man again, some balloons, but then I see like groups of people. Hmm, those must be people getting ready to watch the –

S: Parade!

T: Now I'm going to look at the –

S: Words

T: And it says, "Watchers gather." Was I right?

T: (turns page.) Oooh, look at all of these people. They're all getting ready I think to watch the –

S: Parade!

T: Now I'm going to read the –

S: words

T: Words. And it says, "A crowd waiting." Was I right?

S: Yes

Mini-Lesson: Part 2 – Guide

T: Now, I want you to have a turn. So everybody, look at this picture.

S: (all start to talk at once)

T: Oh, don't talk about it yet, just look at it. All right, turn and talk quickly to your neighbor – what do you see?

(S turn and talk; lots of "I see a...")

T: K, tell me about the picture.

S: I see balloons, and instruments and a lot of people holding balloons.

T: OK. Who else wants to share? (lots of hands go up)

T: __, tell me about the picture.

S: I see words on the side.

T: Hmm, what do you think those words say?

S: (waits)

T: __, what do you think it's saying?

S: I think ---

T: __, what do you think?

S: It says, "The band is here".

T: Well, that's such a good guess, because it does show that in the picture, doesn't it?

T: __, what do you think it says?

S: I think it says "Parade"

T: Why do you think that?

S: Because it has a p and a a and a r and a a and a p and a e.

T: So I ___'s thinking, well we know the book is about a parade, and when she looked at that banner, the word that she sees starting with a P. Parade starts with a P. That was a good guess and those were all good guesses. It does say, "Parade". Great job. And the words say, "Here it comes." So what's coming?

S: The band. The parade.

T: The parade. Just like the high school parade.

T: OK, look at the picture

S: (loudly) wow, I see—

T: Shh, don't talk about it yet. Remember, you have to talk to your neighbors firsts. No, look at me – Guys, eyes on me, we're not ready. You've got to look first. This side saw it but this side didn't. Wait a

<p>minute. I love how excited you are. Look at the picture. Don't talk about it yet, just look at it.</p> <p>T: Ok, now turn and talk with your neighbors.</p> <p>OK, 1, 2, 3. He said, "I'm so excited!" ____, what did you see?</p> <p>S: I see people, balloons, and flags.</p> <p>T: Good. A__, what do you see?</p> <p>S: I see a million flags and instruments.</p> <p>T: So let me read the words. The words say, "Flags flying." So were you right?</p> <p>S: (all) Yes. I see American flags</p>
<p>T: OK, one more time I'm going to let you turn and talk, but remember, when I show you the picture, I want you to look first and think first for a minute, then you're going to talk to your neighbor. Don't holler out answers.</p> <p>S: OK</p> <p>T: But I love how excited you are. OK, eyes on me.</p>
<p>S: Eyes on you.</p> <p>T: Let me see, criss cross applesauce, hands in your laps. Thank you. All right, look at the picture. Turn and talk to your neighbor about what you see in the picture.</p>
<p>(S turn and talk, T talking to a student)</p>
<p>T: OK, 1, 2, 3. What do you see?</p> <p>S: Trumpets</p> <p>T: Trumpets. K__, what do you see?</p> <p>S: I see balloons</p> <p>T: What do you see?</p> <p>S: I see big, green trumpets 9:45</p> <p>T: ____, what do you see?</p> <p>S: I see, I see, I see the (inaudible) leading the parade.</p>
<p>T: Oh, that guy leading the parade? All right, ready to read the words and see if we were right? OK, sit on your bottoms. "A strutting drum major leads the marching band. Trombones, clarinets, saxophones " Were we right?</p> <p>S: Yes!</p>
<p>Mini-Lesson: Part 3 – Independent Practice</p>
<p>T: So now, I'm going to read the rest of the book. While I read it, I want you to practice like when we go to independent reading. I want you to look at the pictures, think about it, and then I'll read the words and I want you to think if you were right or not. But we're not going to turn and talk about it, I just want you to think, OK? On your bottom, ____, Thank you. All right, (shows picture) Shh, think in your brain. (pauses) It says, "coronets, trumpets, flutes, French horns, sousaphones.</p> <p>S: What's a sousaphone.</p> <p>T: I don't know what that is, but I can always look at the –</p> <p>S: Pictures.</p>
<p>T: OK, look at the picture. Just think about it in your brain. Now let's see if it matches the words.</p>
<p>T: (reads) Field drums, cymbals, and last, the big, bass drum.</p> <p>S: (gasp and clap).</p>
<p>T: Look at the picture. Shh. Bicycles from bygone days, and antique automobiles.</p> <p>S: Automo what?</p> <p>T: What is the automobile? It's a word for a –</p> <p>S: car.</p> <p>T: Car. Remember the –</p>

<p>S : Pictures T: pictures will help you.</p>
<p>T: (reads) Nothing left to do except (turns page) – What? S: The fire truck</p>
<p>S: The cleaning up truck. T: What ___? S: The cleaning up truck. T: Nothing left to do except – clean up.</p>
<p>T: Now, when we read this book, I love how excited you were. Do you know one reason you were so excited? Because you were really – S: Listening T: Listening and really engaged. If you weren't engaged, you wouldn't have been as excited as you were. Because you were excited you know you were – S: Happy T: Engaged. So, when we go to our independent reading today, I want you to really, really focus on looking at the – S: (all) Pictures. T: The pictures can help you understand the story. Look at the pictures. See what's going on in your book. Then go for the words. OK.</p>
<p>Mini-Lesson: Part 4 – Transition to Independent Reading</p>
<p>T: Now, before we go, can we talk a minute about independent reading and what we expect you to do? Think about our chart up there. What happens during independent reading? We are – raise your hands – T: ____ S: We are quiet. T: Why are we quiet?</p>
<p>S: Because some people might be reading and trying to concentrate on their book. T: People are reading and trying to concentrate, so we need to be respectful and quiet. What else, H___? S: You read in your brain. T: Why? S: Because if you read loud, no one can concentrate. T: Exactly. J___ S: You stay quiet so other people can understand their book. T: OK, what else do we do other than staying quiet? S: You read. T: We read. The point of independent reading is for us to practice – S: Reading. T: K___ S: We're quiet. T: Uh, huh, what else? I___ S: We look at our book, not somebody else's book, because if you look at somebody else's book, they'll pay attention to your book and then they can't concentrate at all.</p>
<p>T: I, beautiful. Look at your book, not somebody else's book, because if you're looking at somebody else's book, you're not concentrating and you're gonna make it where they can't concentrate. Umm (looks at the chart) How do we treat our books?</p>

<p>S: Like a baby.</p> <p>T: Well, we started off saying we treat our books like a baby, but now we say that we flip them nice and –</p> <p>S: Easy.</p> <p>T: All right.</p>
<p>T: So we're going to go ahead and go to our tables, and I want you to focus on really really looking at the –</p> <p>S: Pictures!</p> <p>T: And our goal today is going to be –</p> <p>S: 10!</p>
<p>T: Table leaders, please go carefully and get your table ready. Everybody else is still here on your bottoms, watching your table leaders to see when they're ready to go.</p>
<p>T: (table leaders behind the teacher are preparing tables) Table leaders, don't forget the yellow folders too, because remember you can do your bags, or you can do your –</p> <p>S: poems</p> <p>T: Folders. Either one is fine, as long as you're reading.</p>
<p>T: Great job K___ (table leaders preparing tables)</p>
<p>Great job, ___'s table.</p>
<p>T: Oh, I like how you all went right to your tables and started reading, excellent job.</p>
<p>Independent Reading: Conference 1</p>
<p>S: He ran away from the sheep.</p> <p>T: Did the picture help you?</p> <p>S: (shakes head yes)</p> <p>T: Yes it did. What's that a picture of?</p> <p>S: A horse. (reads) He ran away from the horse.</p>
<p>T: All right, let me hear you read.</p> <p>S: (reads): People who help. He is a ----a teacher" like you are.</p> <p>T: How did you figure that word out?</p> <p>S: Cause they teach, and teach starts with t.</p> <p>T: All right, but how did you figure it out? What did you look at.</p> <p>S: (inaudible)</p> <p>T: But this word, how did you figure it out? What did you look at?</p> <p>S: I looked at the picture. He's reading. And those 2 people are sitting down.</p> <p>T: That's just like what we talked about over there. We can always look at the –</p> <p>S: Picture.</p>
<p>S: (still reading) He is a mail carrier. She is a fire fighter. He is a police officer.</p> <p>T: Excellent job. I love how when you were reading that book, I saw your finger, and it was pointing to every word. And that's important to make sure we don't miss anything. On this first page, I really liked how you used what we talked about on the carpet . We talked about looking at pictures, and you did that. You said, "He is a" and then you stopped and you looked at the –</p> <p>S: Picture</p> <p>T: And it helped you think of that word.</p> <p>S: Yea.</p> <p>T: One thing you could do, A___, next time to come to something when you're reading, you could always take your book, and the first time through, just look at the pictures. We call that a picture walk. So you could say, "That's a picture of a teacher. That's a picture of a –</p>

S: Construction worker.

T: That's a picture of a –

S: I do that with this book.

T: Oh, you do that with this book – you go through and just look at the pictures first? Well, you can always do that. You can do that first and just look at the pictures. And that will help to be ready for the – words. OK?

S: uh huh.

T: Great job.

S: I'll leave it out.

T: OK. When we share, I'd love for you to share that, OK?

Independent Reading: Conference 2

T: All right, S___, what are you reading?

S: Snow White.

T: Let me see that. Talk to me a little bit about this book. Is this book just right, or is it more like a look book?

S: It's just right.

T: You can read the words?

S: (nods yes)

T: OK, let's see.

S: Snow White. Once upon a time, there was an evil queen. She found a mirror and it said Mirror, mirror on the wall, who's the fairest of them all. You are, my queen.

T: OK, keep going.

S: She sent one of her guys out to kill Snow White. (turns page) Then, Snow White came to a little cabin. She saw a bed, three beds. (Turns page) Then when the ___ came home, she took a feast with them. (Turns page) 24:07 The evil queen said, "Why is Snow White not dead?"

OK, let's stop right here. S___, I am so proud of you for reading the pictures, just like we talked about on the carpet. We talked about how you could definitely read the pictures and the pictures help you understand the story. That's perfect. But when I came, I asked you if it was just right or a look book, and just right means we can read all the words. Are you reading the words or just the pictures?

S: The words and the pictures.

T: So you're reading both. I think this, for you, would probably be more of a look book, because you're reading some of the words, but then you're making up the story too. But it makes sense, so that's perfect. So keep reading the pictures. But I think this is more of a look book for you, but that's wonderful. I love how you're using those pictures. And then maybe next time we'll find where we can really show you what just right looks like, OK? I'm proud of you for using those pictures. Keep doing it.

S: (keeps reading) Then, she came back to the castle

Independent Reading: Conference 3

S: (reading) We can have milk. We can have salad. We can have carrots. We can have corn. We can have hamburgers. We can have noodles. We can have muffins.

T: That was so good. I love that you were pointing to your words. I love that I know that you were looking at the pictures to figure out the words. That was perfect. You didn't miss a single word. All right, this time, this is what I want you to do. You know how we talk about reading with good fluency? And how fluency helps us understand the story better and so we don't sound like what?

S: A robot.

T: So we don't want to read like a robot. So what I want you to do this time is read it, instead of pointing to every word like this, I want you to practice sweeping under the words like this. And when

you do that, sometimes it helps your fluency and you don't sound so much like a robot. Want me to show you one? All right. Ready? (Sweeps finger under text). We can have milk. Hear the difference? We can have milk – with fluency. We-can-have-milk. That's more reading like a –

S: Robot.

T: OK, so let's see if you can read it and sweep your finger under the words for fluency.

S: OK. Let me tell you something.

T: What?

S: Today, I like, try, today was the first day I just understand the words. The other days I thought, like I couldn't understand.

T: Why? Why could you understand today?

S: Because I saw the pictures kind of, like more, and I sounded out a little bit more and that kind of helped me.

T: So when we talked on the carpet about using pictures, that helped you understand the book today?

S: (nods yes).

T: I'm so proud of you! I'm so happy that you brought that to your independent reading. Smart girl. OK, read.

S: Let's have dinner.

T: I love how you're sweeping.

S: We can have milk.

T: OK, watch. We can have milk.

S: We can have milk.

T: Good.

S: We can have salad. We can have carrots. We can have corn. We can have hamburgers. We can have noodles. We can have muffins.

T: Did you feel how different it sounded when you were reading like sweeping with your finger. OK, K___, I'm so proud that you brought what we talked about on the carpet and it helped you understand the story. And then we worked on fluency. So when we come to share, I want you to share, OK? Nice job.

S: This one is easy for me.

T: So you know what we worked on here with looking at the pictures and sweeping with your finger, make sure you do that with this one too.

S: OK

Independent Reading: Conference 4

S: (reading) We have cats.

T: Oh, wow.

S: We have a tiger. We have a fish. We have a crocodile. An elephant. We have a mouse.

T: Why don't you tell me what you were doing well when you read that book.

S: I looked at the pictures and I saw a cat. I noticed we and have, a, I noticed that cat has a c and an a in it, and cat ends with a t, that's why I know that we have a cat.

T: Did the picture help you make sure that it was a cat. OK, keep telling me, what did you do well?

S: And the tiger, when I saw tiger, it started with a t and an l and a g, but

T: What made you say, yep, that's tiger

S: The picture. And I knew this was fish because there's a pond and there's a fish in it. They're feeding it, that's why I knew it from the picture. And I knew just the same of the crocodile.

T: How did you know it was crocodile and not alligator?

S: Because um, it was this word, and alligator doesn't start with a c.

T: That's nice. That's exactly right.

S: And because about this, I saw the n, like in an family.
 T: Oh, we just did the an family, that's how you knew that word.
 S: And because I know how to spell elephant. And I knew this was a mouse because it started with an m and a o.
 T: Excellent. When we go to share time, will you just share all that, because everybody needs to hear that. Excellent job. I love how you used your fluency, I love how you were using the pictures; I love how you were checking to see if the pictures matched the words, I love how you were using the an family that we've been working on; I love how you were using the sight words we've been working on. Excellent job. Just make sure when you go to another book, you use that same stuff. Wonderful
 S: OK. I'll be practicing this.
 T: You'll be practicing this. Thank you.

Independent Reading: Conference 5 and Transition to Sharing

33:34 T: Let me hear you read.
 S: The little cookie popped out from the oven. He ____ running away. He ran away from the cow. He ran away from the pig.
 S: But he didn't ran a-
 T: That's OK, keep going
 S: but –
 T: Ok, let's just start over. Remember, if get lost, just stop and start over. Remember, rereading?
 S: But he didn't run away from me. Crunch.
 T: K____, you were doing such a good job when you read this book, pointing to the words. That's so important so we're sure we don't miss anything.
 T: All right, I also loved on this page, when you got kind of confused, what did you do that's what good readers do?
 S: Stopped.
 T: You stopped and then
 S: You start back up.
 T: You went back over and you read it again. That was such a good thing, K. So what I want you to work on, when you're reading another book, make sure you're doing that. If you're reading, and it doesn't sound quite right, make sure you –
 S: Stop, and start it over.
 T: Yes, because I'm a grown up reader, and I do that a lot. If I'm reading and I get confused, or I don't really know what I'm reading about, I'll stop and read it again. OK? Good job, K.

(child starting to point to "Clean Up Song"
 T: Good job, A____. I've got my 3 for today that are sharing.

T: (kids coming to rug). Great job table leaders.

(table leaders cleaning up)

T: If you're sitting on the carpet, make sure you're reading with M____.

(table leaders cleaning up) T: Great job, K____

(Students singing - Somewhere Over the Rainbow - as the table leaders join them at carpet)

T: Table leaders, you did great.

K: Why then oh why can't IIIIIII!

Sharing 1

T: All right. I have 3 people that I want to share today. First is A____. A, come sit in the chair. (Hands him his book). Everyone on your bottoms to listen to A____. Read your book loudly, and then we'll talk

about what we talked about. S: OK. (reads) People Who Help. He is a teacher. (shows picture).
S: She is a construction worker.
S: He is a baker. He is a milkman. He is a mail carrier.
She is a fire fighter. He is a police officer.
T: OK, A, go to the page we worked on with the teacher and tell them about what we did. S: I looked at the picture and figured out that word. T: So he couldn't figure out the word – teacher – so he looked at the – S: word T: He looked at the pic- S: Picture. T: picture to figure it out. So I love how A__ did what we were doing on the carpet and he did it at his table.
T: So A, why don't you pick 2 friends to tell about what you did that good readers do. What did you see him do? I want you to make sure that you pick people who are being respectful. S: I'm not going to pick ____ T: Let's not say who we're not going to pick, just tell me who you are going to pick. A: It's going to be A__ T: A, what did he do that good readers do? S: He concentrate on his book. T: How could you tell he concentrated? S: He looked at the pictures and not looking at anything else. T: Well, exactly. You could tell he was concentrating because when he got stuck, he looked at the – S: Pictures T: Which is exactly what we said to do
S: And now I'm going to pick H___. S: I liked how you flipped the pages nice and easy and you used good fluency. T: You liked how he flipped the pages nice and easy and he had good fluency. Great job. Thank you Alex. I'll take it (the book).
Sharing 2
T: Next, I would like for I___ to share and then we'll talk about what we worked on. S: (reads) We have a cat. We have a tiger. T: Make sure you show the pictures. S: Oh, we have a cat. We have a tiger.
S: We have a fish. S: We have a – alligator. No, that's not right. What is that? We have a crocodile. 44:32 An elephant. We have a mouse. T: All right, I, talk to us a little bit about what you did when you were reading. S: I looked at the pictures, and when I saw the words, I found out that I know "we" and "have" and "a" T: OK, so she knew some of the words like that (snaps finger); they're words on our chart.. So she knew those. And ones she didn't know, she looked at the – S: Pictures T: Pictures. What else did you do? S: When I saw the tiger, I read we have a tiger. But when I first saw it, I thought it was a lion. T: How did you know it wasn't a lion? S: Because of that t, and lion starts with a l. When I saw fish, I knew how to sound fish, and when I saw

we I knew it, and have, and a.

T: So you see how she knows some of the words, and then she's looking at the –

S: Pictures

T: Which is what we talked about – (pointing to chart) Look at the –

S: Pictures.

S: And when I was reading, We have a alligator, I thought that was right, but it wasn't, because it had a c.

T: So she knew alligator couldn't be that, because alligator started with a a. Good. 46:25

S: And when I saw elephant, I saw an. And then when I saw elephant, I knew how to spell elephant.

T: But how did you know that first word? Listen to how she knew the first word.

S: Because we have it on our chart.

T: On what chart? (flips to an Family Words). The -

S: an

T: An Family. So she saw it and knew it from our an family. Good,

T: OK, I, excellent job. (spontaneous applause from kids). Two friends, quickly share about what you learned about I's reading. What did I do well as a reader?

S: S__

S: I liked when you was pointing at the words and you forgot and you said it was an alligator but you wasn't right and you went back and said it right.

T: Very good. She stopped, she didn't keep on going. Very good. OK, one more.

S: A__

S: I loved how you made a mistake and go back.

S: Thank you.

T: Very good. Did anybody notice her fluency. We have an alligator. We have a crocodile. We have a – perfect. Remember, fluency always helps us understand the story, because when we're reading like robots, it gets kind of boring. Great job, I.

S: You say it fast.

T: Not necessarily just fast, you don't want to just read fast. You don't want to just say, We have a cat. You want to make sure you're reading like we talk, We have a cat. OK?

Sharing 3 and Closing

S: (reads) Let's Have Dinner. We can have milk. We can have salad.

S: We can have carrots. We can have corn.

S: We can have hamburgers. We can have noodles. We can have muffins.

T: Very good. Now K, when I came to you, will you tell the class what you told me.

S: First I didn't know, it was hard, but then I figured it out.

T: So she said she's tried to read this book before, and she couldn't quite figure it out. But today you knew it really well. And how did you do it today?

S: Because I kind of saw the pictures and I sounded it out more.

T: Well, I don't think we sounded it out, we looked at the pictures that helped you figure out the words. I love how K knew, I tried this before and couldn't quite get it, but then after we really talked about looking at the pictures, she went and got her book, and really looked at the pictures, and today you could –

S: Get it

T: You could get it. That's great, K. All right, 2 friends. What do you love about K's reading?

S: I__

S: I love how you used fluency.

T: And we talked about that too, didn't we? The first time you were more robot reading, and the second time you were more fluent. And did that help you understand the story better?

S: (nods)

S: S__

S: I'm glad you read using the picture to read the words so you can know what the picture means.

T: I'm so glad, too. She said I'm glad you use the picture to read words. Now you know what it means. All right, thank you so much, K.

T: What I want you to really remember, especially the people I conference with today, when you do things in those books, like I did in this book, make sure that when you get a new book, make sure you do the same thing. Make sure you carry these strategies you're using in one book, to another book. So when you get another book, make sure you're looking at the – pictures too. Excellent job.

T: Now I think we met our goal today for sure. We can definitely say we read for –

S: 10 minutes.

T: I'll color our stamina tree all the way up to 10 minutes. Guys, do you remember when we came at the beginning of the year and you were way down here? And now look how much you read. Look how much more you can do. You're growing as readers. Look at how much you've gotten. I'm so proud.