

Lesson Transcript: Focus on Fluency – Grade 2

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T: Teacher, S: Students

Mini Lesson: Part 1 - Engage

T: You may stand up and get ready (children stand up and begin singing and dancing with the video, then return to seats).

T: Are you ready to show me how we read with expression?

You're going to help me out some today?

S: Yes

T: OK, I would really appreciate that. I have a poem up here, guys, and I want you to show me, as soon as I turn it around, show me exactly what you see. Tell me what you notice about the poem. (Turns chart around to "Why Questions" poem.

T: ____, what do you notice?

S: It looks like they're thinking about something.

T: It looks like they're thinking about something. ____, what's the first thing you notice?

S: question marks.

T: Question marks. Hmm, so if we're thinking about reading with expression, and you see question marks, is your brain going, are you thinking? OK, ____, what else do you see?

S: Question marks at the end of every sentence.

T: Lots of question marks at the end of sentences. There's something else on there. ____?

S: There's lots of Wh words.

T: Yep, there's lots of Wh words, those are question words, right. What else? There's still something else that should pop out at you if you're practicing reading with expression.

T: OK, there are some commas.

S: Periods

T: There are some periods

S: Quotes. Quotation marks.

T: Yes, good job. There are some quotes in here, quotation marks. Touch your nose if you see quotation marks.

S: They're all over.

T: You see them all over. In your brain, think about what do you do when you see quotation marks.

(pauses for think time; kids start to raise hands) T: Think, just think. Now I want you to quickly, turn eye to eye with a neighbor, the person next to you, and tell them quietly what you're going to do. (kids turn and talk)

T: OK, let's turn back to the front. What are you going to do? What are you thinking, ____?

S: You're going to change your voice.

T: Change your voice. Why am I going to change my voice?

S: Because those quotes mean you have to change your voice because somebody else is talking

T: Somebody else is talking. Does everybody in the world have the same voice as you?

S: No!

T: No! So if you see in the story that somebody else is talking, you're going to change your voice to sound like them, right? Is your grandma going to talk the same as your baby brother?

S: (unison) No!!
T: So does it matter who's talking in the poem? In the text?
S: Yes
T: Yes, it does. What else, ____
S: You have to read it with expression.
T: You have to read it with expression.

Mini-Lesson: Part 2 - Model and Guide

T: I'm going to read it to you, and you tell me if I'm doing a great job, OK? "Wh questions" – (reads the poem with no expression).

T: Did I do a great job?
S: NOOO!
T: What do I need to do?
S: (In unison with motions): Flip a switch, and read it like this!

T: All right. So tell me if this is better. (reads with expression and voice going up at questions). Was that better?
S: (chorus) Yessss
T: Is there anything else I need to do? Who's asking these questions?
S: Dad
T: Dad. Did I sound like Dad?
S: No
T: Not yet, right. So I fixed my question marks, but I still don't sound like Dad. How would Dad sound?
S: (call out different ideas)
T: Listen, I'm going to give you a copy of it, and you guys help me to read with expression, OK? (hands out papers).

T: Ok, think we can do it together? When you see quotation marks, who are you going to sound like?
S: Dad
T: (in deep voice) Dad. When you don't see quotation marks, like here, "Oh, no my Dad's asking questions of me," Who's saying that?
S: (various responses)
T: The girl, or the boy, yes, so you're saying that, so it should be in who's voice? Your voice, yes, it should be in your voice. And then, (points to line in poem), we've got more quotation marks, so who's voice is that going to be?
S: Dad's
T: Dad's. He says, "Where are you going? When will you call? What will you do?" and she says, "I hope this is all. Is this just nosey? Or maybe he cares, with his 'who, what, why, and wheres'". You going to help me do it?
S: Yes.

T: Put your eyes on the text in front of you. (Teacher reads title and students read the poem from their copies)... "Who, what, whys, and wheres."
T: Good job. Give yourself a pat on the back. Give the person next to you a "fantastic."
S: Faaannn tastic (with motions)

Mini-Lesson: Part 3 - Prepare for Independence

T: Listen, everybody. You are going to keep these poems. They're going to go in your poetry folder in your Just Right Book Packet, Ok. There's another poem on the back, you can read when you get to your seats. Turn it over and look at it. It's called "Traffic Lights." Now I see some quotation bubbles there. Who's talking?

S: The lights

T: The lights!

S: It can be red, green, or yellow.

T: Here's the red light talking, and here's the yellow light talking (pointing to the verses of the poem) and down here's the green light. What do you think a light would sound like?

S: In a happy voice.

T: Maybe a happy voice.

S: Maybe a loud voice, maybe a nervous voice because they don't know if they're going to crash or not

T: Ok, well I'll leave that up to you. So when you practice by yourself, or if you practice with your partner when you get with them, then you use the type of voice that you think a traffic light would use, OK. (starts to flip chart)

S: Like the wind story, the first autumn leaf, that's an example.

T: Yes, exactly, just like that story. OK class, set your papers down in front of you please. Put your thumbs in your palms. Put your eyes on the chart. As you're reading today, are you just reading so you can write it on your reading log?

S: NOOO!

T: Are you just reading so you can tell Ms. Long, I read a book today?

S: No.

T: No. Are you going to read to learn something?

S: Yes!

T: Are you going to read for entertainment?

S: Yes!

T: Yes. Are you going to be thinking as you're reading?

S: Yes.

T: Yes. Now, we used to use sticky notes to help you train your brain as to how you're going to think, how your brain should be thinking as you're reading. We don't need those sticky notes anymore because you're experts at it, right? So, (pointing to Book Talk Starters Chart), when you get with your partner, you're going to be discussing either your characters' traits, or your characters' actions, or you might discuss the plot, which is what?

S: (reading from chart) beginning, middle, ending

T: Just, what happened, all through the story. Or you can discuss the author's purpose. Now if you discuss the author's purpose, should you just tell them, this author was trying to persuade me –

S: Tell them why

T: Yes, tell them why. If you think it was an information book and the author was trying to inform you, you should be able to tell them why. So as you're reading, be thinking about that.

S: Like if you read the book and they can't figure it out, the person who read the book can tell you about it and then your partner can know all about it and tell you things about what it's about.

T: Exactly. Or what if you're just not sure what the author's purpose is, could you ask your partner when you get with them if they could help you?

S: Yes

T: Of course, yes. Or, you could talk about your setting which is when and where it happened, like if it has a really cool setting or a really different setting. Or, you can talk about what genre it is, or you can tell about the problem in the story and how they solve the problem. Lots of our stories have problems in them, don't they, usually fiction stories. Or if you have any connections. I think Nick just had a connection, the traffic light voice, we don't know what that sounds like, and he was talking about in Autumn's First Leaf, we didn't know what kind of voice a leaf might have, so he made a text to text connection. So you could talk about your text to text connections, your text to self connections, or your text to world connections. And remember, if you have any questions while you're reading, or any confusions, you've got your sticky notes, right? Can you jot it down, and ask your partner to help you when you get there? Yes? Dill pickles (shows thumbs up)

S: Dill pickles.

T: Front row, you may go.

Independent Reading : Conference 1

T: Oh my goodness, I wonder if anybody is going to eat that!

S: And she puts dirt for the chocolate

T: Oh, no, is anybody going to eat that?

S: I don't think so.

T: I don't think so either. Tell me why you chose this book.

S: I choosed it because when I was looking through it, I saw some messes. And I know I get in a lot of messes too –

T: So you were already making a text to self connection when you just looked through the book.

S: I saw this page, and she was stomping out mad, and I read some of this, and her Dad got mad at her for making a big, humongous mess.

T: Does your Dad ever get mad at you for making a mess?

S: Yes.

T: All right, can you read a little bit to me?

S: Yes. (student reads: ""Oh, Charlie," Dad looked mad. "I'm making pudding for Grandpa," Charlie said. "You're making a MESS (reads with expression). Charlie stumbled upstairs. Dad couldn't have any pudding. (turns page). In the bath – In the bathroom, Charlie filled the sink with water and ss..sail boats?

T: sail boats

S: Oh, it didn't really make sense when I read it. "In sailboats. A big storm was coming. She strike and waves splashed over the soap.

Oh, Charlie (changes from high pitched voice to lower one and rereads) "Oh, Charlie," Mom said. "You're all wet." "Nobody loves me. I'll run away," Charlie said. "They – they'll be sorry." In her bathroom, she filled the suitcase with sweatshirts, sweatshirt, sweatshirts and hats. Then she stuck Panda under her arm."

T: I love how you stuck with that and you figured that out til it sounded right. And you know what else I loved, you are reading with expression. You said, "Oh, CHARLIE," Mom said, "you're all WET." Let's go back and look at something right quick. I need you to help me with this. Now right here, you read, "Crash. She stumbled the water and it ran onto the floor." Can you help me with that?

S: She smacked.

T: She smacked the water. That makes more sense, doesn't it. And it looks right, too, right- because "stumbled" would start with what?

S: st

T: And what does this one start with?

S: sm

T: Yes, So let's read this one more time.

S: (reads) Crash. She smacked the water and it ran onto the floor." And I could see how it did it right there.

T: Yes, I saw you checking your pictures too. Fantastic. OK, you can continue reading. Good job, P___.

Independent Reading: Conference 2

S: (reading) If you make me lose cash, I'll break out in a rash.

(teacher sits down next to child), S (reading) "I can, I can stick, I can – I've had enough. I can stack them up myself."

T: Can I interrupt you, is that all right? Is that OK with you?

S: (nods yes)

T: I love what I just heard you doing. Fantastic, A___, you were stuck on this word here. You tried it, you tried it again, you tried it again –

S: And the third time I got it.

T: You even went back to the beginning of this sentence, and read it all the way through, and that's when you got it. Give me a high five. Fabulous. Tell me about what you're reading.

S: I'm reading Nick's Sponge Bob Square Pants, Patrick at the Krusty Krab.

T: Patrick at the Krusty Krab. Have you read any other Sponge Bob books?

S: Only one. Only two more, Sponge Bob Saves the Day, and I'll get the other one –

T: That's OK, you don't need to show me, come back.

S: It's the one where Sponge Bob and Patrick find the treasure.

T: Can you tell me what's happened so far in this story?

S: Patrick was giving Sponge Bob some stuff, and he said some more stuff like, (reads from first page) "Hey I can work at the Krusty Krab for you" and Sponge Bob says, "Thanks, Patrick, you are a pal."

T: Can you tell me a little bit in your own words what's happening?

S: Patrick comes at the Krusty CKab and Squidward says "Please" and Mr. Krab is confused and Squidward says "That was jellyfish jelly on the clams not kelp jam," said Squidward.

T: OK, can you read a little bit to me?

S: (re-reads section he was reading before the teacher came over): "Oh, man," called Squidward. Someone ___ and turned on the fff—the – and turned on the fan. The Krabby Patties are on fire (period). (turns page) Mr. Krabs was a bit mad. Patrick my lad, he snapped, if you make me lose cash I will break out in a rash. (turns page) There was a loud crash. "Ah" called Patrick as he ran into some cans. "That's it," said Squidward. "I've had enough. I can stack them up myself."

T: Can I stop you right there? (points to page) Now, how is Squidward feeling right here? Is he happy?

S: No, he's a bit mad like Patrick, like Mr. Krabs on the other page.

T: He's a bit mad you said, so how would he say it when he says, "That's it, I've had enough." How would he say that?

S: Sternly.

T: Sternly. OK, can you try to read that part to me sternly?

S: Yeah. "That's IT," said Squidward. "I've had enough. I can stack them up myself."

T: Very good. OK, now keep reading. Thanks for sharing that. Keep it up. (Teacher enters data on I-pad as

child continues to read)

S: (reads) Patrick sat down and took a nap. Da – doch – Patrick sat down and took a nap. “Do not wake him,”

Independent Reading: Conference 3

(T sits down next to child reading Traffic Light poem).

T: Are you trying our new poem? What did you decide about the traffic light voice – what it sounds like?

S: They all sound the same, but they are saying different things.

T: OK. How do you think a traffic light would sound? What kind of voice? Does it have a real deep voice? Or high voice? Or happy? Or sad? Mad?

S: Happy voice.

T: Happy voice? OK. Can you try reading it for me?

S: (sings the question) Red light, red light, what do you say? (In commanding voice) I say stop, and stop right away. (changes to less authoritative tone) I mean wait til the light turns green. (Sings question again) Green light, green light, what do you say? I say cross but look each way. (Sings) Thank you, thank you, red, yellow, green. I know – I – Now I know what traffic lights mean.

T: Very good. I love how you changed. I could tell that this was your voice, and you were kind of singing it. And you know we worked on this yesterday, didn't we? We worked on when it rhymes, it kind of has a rhythm to it, and I noticed you doing that without me reminding you. Fantastic. Good job. (Child picks another book out of her bag and starts reading while teacher enters data on I-pad).

Independent Reading: Conference 4

(Teacher brings stool and sits next to child). T: Whatcha reading?

S: I don't know. I forgot.

T: You forgot! Can you read me the title, maybe?

S: The –

T: Dippy

S: Dippy Dinner in the

T: Drippers. Is this a good book for you? Do you think it's on your level?

S: No.

T: No! So what are you going to do?

S: Put it back where it was?

T: OK. Let's look at it first. Maybe I can help you a little bit. Let's see. (opens book). How many words might make it too hard for you? Maybe 3 or 4? Let's try.

S: The – (pointing and stops)

T: The Dippy

S: The Dippy Family were messy eaters. They – (pause)

T: (finger above text) what did they do? They – get it started for me –

S: d – dr – dinner?

T: Keep going and see if that makes sense. They dinner –

S: their food?

T: Did that make sense?

S: No.

T: So let's see, you have 3 words already on that page, I think you're right. I don't think you have to waste your time on this book just yet, but maybe in a few weeks, you can try it again, and then maybe you'll be able to do it better. Think so?

S: (nods yes)

T: Let's choose another book that might be just right for you.

S: (looking through bin) This one?

T: OK.

S: (reads title) Apples. Apple in a tree. Apple on the ground. Apple in a basket. Apple all around.

T: OK. Let's go back. That one was a lot easier for you, wasn't it. Let's make sure we're looking all the way through the word. When you search all the way through, what's this one here?

S: Apple.

T: Apple – what do you see at the end?

S: S

T: S. So how would that change the word? Instead of apple, what would it be?

S: Apples

T: Say it again?

S: Apples.

T: Apples. Good. Now can you read it again for me?

S: Apples in a tree.

T: And guess what – that was on every page. Can you fix it for me again?

S: Apples.

T: go on.

S: on the ground.

T: uh-huh. (turns page)

S: Apples in a basket.

T: In a what?

S: basket.

T: basket.

S: Apple all around.

T: What did you say here?

S: (laughs) Apples a – all around.

T: Yes. She has more than one apple. So if you look at that picture while you're reading, then you know that she has more than one apple. And it doesn't really sound right if we say "apple all around" does it?

But it sounds better if you search all the way through the word and say apples all around. Would you want to have that many apples?

S: No.

T: Why not?

S: I'll get sick.

T: You'd get sick. OK. Thank you. You can keep reading.

T: Would you share that with the group, how you were saying "apple" on the pages and then we decided that didn't sound right, and you went searching all the way through to the end of the word, and how you're going to do that from now on?

S: (all smiles) Yes.

T: OK, thanks for sharing that.

Independent Reading: Conference 5

T: Tell me about what you're reading?

S: I'm reading "Good Night, Baseball Boy" and he lost that team or the team is gone, I forgot, and he doesn't know where it's at, he's too busy looking at the thing, and he said let's go up here because they can't see the players and here they're eating hot dogs, and here he stopped on that base, and that person got a run, and that person got on third

T: So he got a home run?

S: (nods) and whenever that person hit, he hit so hard, and it went in his mitten.

T: Oh, he caught it. A fan caught the ball. I wonder if he gets to keep the ball?

S: (nods yes).

T: Can you read this part right here. I see some exclamation marks. Can you read that part?

S: And the – and the cry of a bat and a home RUN. What a HIT!.

T: Very good. What a hit! What else?

S: LOOK! The little boy – the little ball went landed in one lucky fans MITTEN!

T: I want you to read this page again.

S: Look! The little ball lands in one lucky fan's mitten!

T: Look at this right here. Is it mitten? What would you see at the end of "mitten"?

S: N

T: N. Do you see an "n" here? So what would it be?

S: Mitt

T: Mitt, yes. Read it one more time for me.

S: Look! The little ball landed in one lucky fan's mitt!

T: Very good. I love how you're reading with expression. Would you mind reading that for the class, sharing that with them? OK.

Transition and Partner Sharing

(T. dings bell to signify end of IR and they are to write down what they read in their logs and get ready for partner share).

(S. writing in reading logs, T. checking in with them)

(Teacher looking at child recording info in log. Child takes out book to show her what he read).

T: Stars. OK. It's a nonfiction book, isn't it. Did you read any fiction books today, so you can talk about character traits? (child starts to write again). Did you read any fiction books today, or did you read all nonfiction?

S: All nonfiction today.

T: All nonfiction today. OK, go ahead and fill it in.

S: (from instructions for partner read) Tell the title. (reads title).

T: Who's your partner? Is ___ your partner? (student nods). OK, wait til she's ready to listen. (Other child moves over to listen).

S: Read the title. Tell why you choose it. I chose it because (inaudible –In this book -

S: This one I'm going to pick (from the spinner with questions) Right here. Tell –draw a question - do you have a question in mind? What question do you have?

S2: Umm – where did he pick the flowers at?

S: Right here (opens book to page and points). They pick them in the store, then they give them to his Mom, and then they form one right here in the rainbow

S2: How do they make the rainbow?

S: The rainbow – the sun's shining, then rains, and then the rainbow gets laid out – colorful light. You're the rain, I'm the sun, and I see water, so it evaporates and then there's like a rainbow.

S2: OK. Now it's my turn?

S: OK

S: and he got hot dogs and a drink and they held their drinks in their lap (turns page) and he hit and they got a home run

S: (partner) It looks like he almost got it right there

S: Yeah, it looks like, it kind of looks like it went through him

S: I know. It's like, it just run past him

S: Yeah. And whenever he hit the bat, it said, "Then the crack of a bat, a HOME RUN! What a hit!!" And then he caught it.

S: Whoa. I bet that took a lot of practice to try to get that one.

S: And over here, he said, "Goodnight bat, goodnight mitt, the he race – that's raced up high –

S2: (corrects him) reached up high

S: reached up high and caught a fast pitch.

Partner Sharing and Reading 2

S: Old Amos, he makes cookies –

S2: What kind of cookies does he make?

S: Chocolate chip and different flavors. He makes cookies and he becomes famous. But he has different jobs, like newspaper jobs and in the airforce and he went to college where they teach you how to bake and he met some singers and he was really good at the job and he became a voter and he made muffins instead of cookies

S2: Is that the muffins right there?

S: I don't know. It looks like muffins and cookies.

S2: Is that one of his famous cookies right there?

S: Yes. Maybe a different flavor. And he became an owner throughout the years

S2: I have a question about the owner page (flip back). What is he doing in this job?

S: That's not a job. It's Amos in the Macy's Thanksgiving Day Parade.

S2: Is that one of his cookie bags?

S: Yes, it's chocolate chip and he made lots of money, but then he only reached 12 million

S2: Is that 31,000?

S: But then, he only came down to 12 million because other people were making better food or anything or toys or something

S2: I remember the time that me and Diego, we read the book and it said that was a person who tried to take over his business and said that he made better cookies or something like that.

S: Yeah, but then after that he kept on making cookies and a different person was in charge

S2: Yeah, cause that says "comeback" right there

S: Yeah, and then someone else was in charge and he asked, can you change this recipe? And they all agreed on changing the recipe and he became famous again.

Sharing 1

T: Ducks in our ponds. If you have a book to share, put it in front of you. I saw some great things as you were reading and talking today.

T (continues) I heard some great questions about your books and your partners' books. I heard Chad, you had a very specific question for _____ when he was telling you about his book. You asked, "Where did the squirrel find the nuts? So you showed that you were really listening to him and that you cared about what he was telling you. Fantastic job on that. I also hear S____, where's S____ - there you are. I heard you ask some great questions too. You asked, "Well, why is he a trouble maker?" So you're asking questions about his character, so you were really paying attention to him, and you cared about what he was telling you. Fantastic job.

All right, let's let A__ share next.

S: Patrick at the Krusty Krab and I want to share the whole book.

T: Well, I don't think we have time to share the whole book. What part did we talk about?

S: We talked about this part, we talked about this part, and we also talked about this part, and this part.

T: Which part did I ask you to share?

S: This one.

T: OK. Go on. Share that one please.

S: (reads) Patrick ran into some cans and he – the author wrote – there was a loud crash. Ow! Cried Patrick as he ran into some cans. Stack – that's it, said Squidward, I've had enough. I can't stack them up myself.

T: I see you making that face when you're reading it. Why are you making that face? Why are you reading it that way? What did it say?

S: Because it said, "That's it" said Squidward. "I've had enough."

T: Yes, you saw those quotation marks and you knew that Squidward is mad. So he said, "That's IT, I've had enough." Right? Good job, A____. Let's give him a fantastic.

Ss: Fantastic!

T: Anybody have anything to add or ask A__ about his book?

S: How did he run into the cans?

S: He was – he was walking back – he was running backwards and he didn't think there were cans behind him and then he fell down.

T: Who else has a question?

S: What was in the cans?

S: I don't know, they didn't say.

T: I wonder what was in the cans?

S: Look if you see in the picture-

S: Probably jam

S: Maybe pickles or something

T: Maybe so.

S: Apple juice.

T: Maybe apple juice. OK. Thank you, A---.

Sharing 2

T: ____, what did you read today?

S: Apples.

T: And what did I ask you to share? What were you doing?

S: And because, I had to think of apples.

T: OK. What were you doing?

S: I said "apple."

T: Instead of what?

S: Apples.

T: OK. She wasn't searching all the way through her word and she said "apple" instead of "apples." So what are you going to do from now on? Are you going to read all the way through the word?

S: Yes

T: Yes. And did it make more sense? And did it sound better? Yes. Can you read the last page for us?

S: (reading) Apple – apples all around.

T: Yes. It wouldn't make sense to say "Apple all around" would it? No, it sounds right to say, "Apples all around."

S: Cause they're everywhere and there's more than one.

T: Anybody have anything to share or to ask? ____

S: Why were there apples all over everywhere?

S: It's because they fell down.

T: They fell down? Where did they fall from?

S: The tree.

T: From an apple tree. ____, you have a question?

S: What color were the apples?

S: Red.

T: They were red apples. All right. Let's give S____ a fantastic.

S: (together) Fan-tastic.

T: All right. Oh, you have a question for S__?

S: Where was the tree at when the apples fell?

S: I don't know.

T: You're not sure. There was just one tree out there all by itself, so it must not have been an apple orchard. That's a good question, he's asking about the setting. All right. Let's move ahead.

Sharing 3 and Closing

S: My book is about Good Night Baseball boy. He's a boy and he really loves baseball

T: And C____, there was something else about your book, something else I was enjoying about how you were reading it. Can you read those 2 pages for me? With expression?

S: Then the crack of a bat and HOME RUN! WHAT A HIT! Look. The little ball lands in one lucky fan's mitt!

T: And why did you read like that?

S: Because it had the things where – I forgot what they're called –

T: Exclamation

S: Exclamation marks and that means make your voice go a little bit louder.

T: How were they feeling at that moment in the story?

S: Um – happy.

T: Happy! They were excited, weren't they? Would you be excited if someone hit a home run?

S: If I hit a home run I'd be too excited.

T: OK, words, comments, questions for C___?

S: Where he was?

T: Where was he?

S: It was at the stadium. It says it right here.

S: Which stadium was it?

S: They don't tell, but he was at the stadium because it says – (flips pages to find) It says, "The great big stadium is outside of town."

S: Who's the main character?

S: The boy and the Dad.

S: What's their names?

S: They don't tell it.

T: Good question, you're asking about the characters, and that's what we're filling in on our response logs this week, about the characters. Can you tell us a little about the character traits of the little boy?

S: The little boy, he plays baseball but he doesn't want to play it anymore, but I was thinking of whenever P___ said why does the boy like baseball so much, cause probably he was playing baseball one time but he quit and he hasn't really saw his baseball friends, so he went to the stadium because his baseball friends got older and bigger and they played there.

T: So what type of character traits could we say that this little boy had?

S: A friend character trait.

T: Maybe he was friendly? If he wasn't friendly, nobody would probably take him to the baseball game.

What else could we say about him?

S: Um, he's nice. Cause he said good night to everything, even the grass, even the bases.

T: So he's kind of thoughtful too, isn't he? So we could say that he's friendly, and he's thoughtful.

T: Can we read our poem one more time with expression?

S: Yes.

T: Are you ready? Can I see your eyes on the text? How are we going to read it? Are we going to read it like a robot?

S: No! With expression!

T: (reads title) Help me out here. Who's talking?

S: Dad!

T: Ready?

S: (read the poem again together)

T: Good job. Give yourselves a pat on the back.