

TRANSCRIPT

Independent Reading, Grade 2: Book Frenzy Christy Long, Inman Elementary School, Inman, SC

Mini-Lesson
T: Ok, guys, good morning. I told you yesterday that we're going to do something brand new today. And it's called a book frenzy.
T: Are you ready to learn what it is? S: YES!
T: Well a book frenzy is a fun way of choosing a new book that you've never seen. OK? Let's talk about it first. Let's talk about how you preview the book before you choose the book, because you don't want to just pick up any book and read it, right? We talked about that. So when you preview a book, you're going to first pick something that's interesting to you, right? I love animals, so I chose this one. So when I preview my book, I'm going to take a look at the cover page, title page, you can read your Table of Contents if you want, and then just take a little picture walk through maybe read your headings, look at your diagrams that are labeled, and see if – hey, you know what, this is a good book. You know what – “The Big Change” – This is what I've always wondered about with frogs. I'm just mesmerized with the way that they can change from a little egg and then to a tadpole, and then they're a frog. So you know what, I think I really want to read this book. So you're going to have a chance to preview some books that you have never seen before. Let me tell you how it's going to go. When I tell you to – not now, when I tell you – you're going to stand in a circle. OK. I'm going to put you with a partner, but you're not going to do anything with your partner at first. I'm going to give everybody a book, OK. Ms. Johnson is going to start the music.
When you hear the music, that means start passing the books. You're not going to look at every book. As soon as you get one, you're going to pass one. Get one, pass one.
Get one, pass one. When the music stops, you stop. And whatever book you have in your hand, it will be your time to preview that book. So we'll take about 30 seconds for you to preview the book, like I did. Read your title, look through your text features, and see if that's one you want to read or not. Is it OK if you don't want to read that book? S: Yes T: Yes. It might be something you're just not interested in. So then, after about 30 seconds of getting to preview the book, I'm going to ring the bell, and you're going to turn to your partner. So you'll already know who your partner is. And you're going to take turns telling your partner if you would like to read that book or not, if this is one that you would pick to read during independent reading time. And then you tell them why, or why not. OK?
T: Do we understand what we're doing? S: That's fun.
T: OK, we're going to get in our circle, we're going to figure out who our partner is beside us, and make sure that everybody's got somebody, everybody gets a book, when the music starts, that's your cue to pass the books. Get a book, pass a book. OK? When the music stops, what do you do? S: Stop T: Stop, yep. And that's your book to preview. How long are you going to have to preview it? S: 30 seconds.
T: 30 seconds. That's plenty of time to get your thoughts together and figure out why or why you wouldn't want to read that book, OK? And then when I ring the bell, you're going to turn and face your partner. Now when your partner is telling you about their book, where are you going to be looking?

S: At them.

T: At them. Are you going to show them that you care about what they're saying?

S: Yes

T: The book that they're telling you about, you didn't get to preview that book, because you just passed it right before the music stopped. So they might tell you about a book that you want to read. OK?

Guided Practice 1

T: Sound good? OK, so like second graders, I would like you to stand up and make a circle. Circle. Circle. Circle. Bring it all around. Thank you. So everybody turn to the person beside you. That's your partner, that's your partner, there you go, need you this way, you two, and your two. Perfect. Everybody has a partner.

T: Now, I have lots of different books. OK, everybody can turn back to the center of the circle now. . I have some books, some magazines, (starts to hand them out)... one about Egypt, one about superbites, emergency vehicles, cars, kangaroos, sharks, One Hundred Things we should know about Science, The White House,

S: What's the White House?

T: Some sports – golf... OK, what are you going to do when the music starts?

S: Pass!

T: We're going to pass – this way. OK? (Music starts) Take a book, give a book.

(Students pass books, music speeds up)

T: This is too fast. We have to pass at the same pace.

6:44 (Music stops).

T: OK,

S: Oh, yea! Cool.

T: Take the book that's in your hands. Who doesn't have one?

S: I don't have one.

T: Who has 2?

S: Me.

T: Thank you. OK, your 30 seconds starts now.

(students look at books). T: You are quietly previewing your own book. We're not talking to our partners yet.

(Students previewing books)

S: Awesome! (students preview)

(Bell rings) T: Turn and talk with your partner

(kids talking to partners)

T: How about you? Would you like to read this one? Why would you like to read that one? What excites you about this book? Is it all the maps? Or the pictures? The real pictures? OK. Oh, that's a cool picture. (T walks away)

Guided Practice 2

T: Here comes the music. Pass (music starts and kids start passing books.) Slow down. Slow down. Slow down. Stop, stop. You have to use both hands, OK. Pass them at the same time. There you go. (keep passing) OK, hold up. Some of you are passing too quickly. OK, stop the music. OK, everybody

<p>should have one book. OK, we're going to have to change the way that we do this a little bit. Go ahead and preview your book, and we'll do it a little differently next time. (Kids preview – lots of "Whoa Kids reading, bell rings T: Face your partner.</p>
<p>S: I didn't know they could (inaudible) and I didn't know they could (inaudible). T: So would you like to read this book and find out more about it? S: (nods yes) T: OK, because you're interested in the police part of it. OK. What about you, T? S: I learned that- T: Would you like to read this book? Would you choose this one? Tell him why or why not.</p>
<p>T: (rings bell). OK, freeze. Listen. I want you to listen. I'm going to say, "Pass. Pass. Pass." When the music starts, do not pass until I say "Pass" because some of you are passing them way too quickly. OK.</p>
<p>T: (music starts) Don't pass it til I say – Pass. Pass.</p>
<p>(passing) Pass. (Music stops).</p>
<p>T: OK guys you have 30 seconds to preview. You had this one? OK, here.</p>
<p>T: Pass, pass, pass, pass (music stops) Use your 30 seconds.</p>
<p>S: Race cars!</p>
<p>T: I know what your answer is going to be about this one. It's got a race car in it.</p>
<p>T: (rings bell) Talk to your partner.</p>
<p>OK, tell your partner why you would like to read that. How about you, A. Would you like to read this later? S: No. T: No. Why not? S: Cause it's about sports. T: You're not really a sports girl? Well you know what, that's perfectly fine. Something else interests you, doesn't it? Have you seen another book that interests you? S: (nods yes)</p>
<p>Sharing and Choosing Books</p>
<p>T: (rings bell) OK, everybody freeze. Everybody freeze. You're going to sit down where you are. You're going to put your book out in front of you. OK, who would like to share? Let's see, A___. Share what you just said about the Sports Illustrated Kids Edition. S: I would not like to read this because I don't like to play sports. T: OK. You would not want to read that magazine. Is that OK? Yes. Because she's not really into sports. OK. That's a good reason. What about you, W. S: I would like to read this book because I want to find out about all the emergencies and when I grow up I want to be something like that, like a police officer or a firefighter. T: OK. Is that a good reason to read that book? S: Yes. T: Sounds like he's put a lot of thought into that, right. What about you, L? S: I did not know that dolphins could get so close to land. I did know they could dive, but I did not know they could get so close to land. T: So would you like to read that magazine later? S: (nods yes).</p>
<p>T: Now, I'm going to choose a few of you to go and pick the book or magazine that you would like to read the most. If someone comes and takes yours, then you can pick a different one, because the one</p>

you have in front of you may not be the one you want to read the most. OK? Cause it's really not your book right now, it's just the one that's sitting in front of you, right? And we're going to keep these in our classroom for a few weeks, so if someone takes the one that you want to read the most, it's OK, you'll have time in the next few days. OK? Sound good? OK, who's our line leader today? A__, OK, go ahead and choose yours.

S (goes across room and picks book).

T: OK, you can sit it on your table, so it's ready for later.

T: Who's our door holder? A__

(Child goes and picks book).

T: Who's our caboose today?

S: C

T: C (student pauses, then goes and chooses a book).

T: Liz, Dalton. Perfect. OK guys, that was our book frenzy. Did you like choosing a book that way?

S: YES!

T: And like I said, if you did not get the one you wanted, they'll be in the room for a couple of weeks.

S: Will they be in the basket?

T: Yes.