

Guided Reading Sample Lesson Level 8, Day 1
 Grade 1, Karen Branch, McLees Elementary School, Anderson School District 5

(T=teacher; C=child)

Segment	Transcript
Word Work Warm-Up (2:09)	<p>T: first I want you to write the word “went.” You know how to read that word, so you know how to write it. “Went.” (child writes “wint”) Is that the way it would look in a book? Are you sure. Check it. (T. looks at boy’s writing – also “wint”.) Check it – is that “went”? What would you see after the “w” in “went”? That’s right.</p> <p>C: Did I do good? (has written “went”)</p> <p>T: Check it – is that the way it looks in a book? Um-hmm. (to boy) Is that the way it looks in a book? Good, erase.</p> <p>T: The next word I want you to write is “come.” (child writes “ceme”). Is that the way it looks in a book? Check it – are you sure? Let’s try it again. After the “c” comes “o”. What do you have?</p> <p>C: Come. (teacher erases).</p> <p>T: Write it one more time. (Child writes “come”.) What do you have?</p> <p>C: come.</p> <p>T: Last word. I want you to write “here.” Here. Think about how it looks in a book. (Child writes h and pauses.)</p> <p>T: what comes next? Heere. You can read that word. (Child writes.) Check it- are you right? Is that the way you read it? Good. Erase. Put your board up and your marker up.</p>
Book Introduction (2:54)	<p>All right, your new book today is called <i>Bully Dinosaur</i>. (T. repeats title and hands out the books to each child.) Do you know what it means to be a bully? What does it mean?</p> <p>C: They might say bad stuff to you.</p> <p>T: They might be mean to you. Well, this story is called <i>Bully Dinosaur</i> and in this story, Little Dinosaur and Monkey, they’re hungry, so they go to look for food. But Bully Dinosaur comes, and guess what, he wants their food. Un uh. So we’re going to read to see what happens when Bully Dinosaur wants Little Dinosaur and Monkey’s food. OK, go ahead and open up.</p> <p>T: Who do you see?</p> <p>C: Little Dinosaur.</p> <p>T: Yes, that’s Monkey and Little Dinosaur. And you know what, they’re hungry so they’re going to go look for some food. And they say, “Let’s get some food.” I want you to say, “let’s”. What letter would you see at the beginning of “let’s.”</p> <p>C: L.</p> <p>T: See if you can find “let’s.” Don’t let it trick you. Check it to see if you’re right. (C points to <i>little</i>.)</p> <p>C: Oh, that’s “little”. (C finds “let’s”.</p> <p>T: Check it. Does that look like “let’s”? Good. Yes, they’re going to say, “let’s get some food.” Turn the page. What do they get?</p> <p>C: bananas.</p> <p>T: Bananas. And you know what, they love bananas, so you know what they’re going to say? “Yum, yum”. You say that. (Children: Yum, yum). “Yum, yum”. Turn the page.</p> <p>T: Uh-oh. You know who that is coming? That’s Bully Dinosaur. Un-um. Keep going.</p> <p>T: What do you think he might say? C: (inaudible). T: Maybe. Turn the page. You know who that is? That’s Big Dinosaur. And he’s hungry too. So let’s turn to the last page and see what he’s thinking about eating. What’s he thinking about eating? C: Bully Dinosaur.</p> <p>T: Bully Dinosaur. Oh, we’re going to have to read to see what happens.</p>
Reading the New Book (5:12)	<p>Turn all the way back to the beginning. I want you (to one child) to get started reading.</p> <p>C: I’m hungry, said Little Dinosaur. Let’s...(waits)</p> <p>T: Let’s go back and think about your story. (T. puts pointer on beginning of “Let’s”). They’re hungry so what are they going to say?</p> <p>C: Let’s. Is that a b or a d?</p> <p>T: you tell me, which one is it?</p>

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	<p>C: d. T: (points back to start of sentence). C: Let's fin-d it T: Keep going and see if that makes sense. C: some food said Monkey. T: hmmm, that's probably not right, huh. Let's go back. Would he say "let's – say "I" when you get here – C: Let's find – T: go ahead. C: some food said Monkey. T: did that make sense? C: (nods) T: Go on. C: Little Dinosaur and Monkey went to went into the jungle to lets (waits) for some food. (turns page) T: (uses pointer as next child reads) OK, let's think about what would they say? C: Let's fff – fin – find some food T: Did that make sense? You must be right, keep going. (some inaudible, all children are reading. Teacher turns to boy in back) C: ...said Little Dinosaur. Here is - are (with finger) T: I like how you got your finger in there – what is it? C: Are T: Does that look right? Keep going, see if it makes sense. C: Yum yum. T: Did that make sense? C: yes. T: good. ... C: Monkey and Little Dinosaur gav – give – Bully Dinosaur the bananas. T: Did that make sense? Good C: ...to find some nuts. ... C: I am going into the jungle to fin – fin-d – find- some food. T: I like how you were thinking about what would make sense right there. And you got it. Keep going. (children finish reading) T: I want you to close your books.</p>
Comprehension (0:53)	<p>T: All right, so let's think about our story. What happened at the very beginning of our story? C: they were hungry. T: Who were hungry? C: Monkey and Little Dinosaur. T: Yea, M and LD were hungry. And then what happened? C: Bully D came. T: yeah and what did he do? C: Took the bananas. T: Yes he did. And what happened at the end?</p>

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	<p>C: The big dinosaur wanted to eat Bully Dinosaur. T: Uh huh. You know what I was thinking? That might be what Bully Dinosaur deserves, because he wasn't being very nice, was he? C: If Bully Dinosaur would just be nice. T: Yes, if he would just be nice.</p>
Teaching Point (2:13)	<p>T: You all did some good work today. You came to a tricky word (writes "gave" on white board) and you all were so clever. You came to this word and I heard what __ said, she said "g -av" – and then I bet she thought, that doesn't make sense, that's not a real word, so you know what she did, she tried it another way, and she said "gaave" – Let's see if that makes sense in our story. I want you to turn to page 7 and see if you can find it quick. Here, let's read and see if it makes sense. "Monkey and Little Dinosaur gave Bully Dinosaur the bananas." Does that make sense? Yea. So ___ was looking and she was also thinking about her story. And that's what we also have to do when we get to another tricky word. This word (writes "find" on white board). And I was very proud of you all because you were looking and you found a part you knew and you said "f- in - d" – and I liked how you stopped because you knew that didn't make sense. So we have to try this another way, just like we did with "gave". C: It could be another way like "I". T: You're right so you could try I – f-Ind. So let's see if that makes sense. Turn back to the very first page. You got it? "I'm hungry said Little Dinosaur. Let's - find some food." Does that make sense? Yeah. We've got to look, but we've also got to make sure that it makes sense. It always has to make sense. Very good.</p>
Sound Boxes (5:18)	<p>T: All right, we're going to do something else that will help us when we're reading and we write. We're going to use the one with 4 boxes. Which one has 4 boxes? (hands out sheets with boxes). When I give you the word I want you to say it slowly and then write what you hear, OK? Are you ready? Get your markers. First word I want you to write in the box with 4 is "fflllaagg". So you say it slowly (they say and write). You say it – fffllagg. Did you write what you hear? What do you have? Flllaag. Erase, let's try another one. Next one I want you to write is step. Say it slowly. (children say and write.) Check it. Very good. Did you write what you heard? Now read it. Erase. Next word I want you to write is club, like some of you might be in the running cllluub. (all write klub). What would look right? Check it. (One child has P at the end of the word.) What would you see at the end of "club"? C: b. (fixes it). T: OK, what do we know about the /k/ sound? It could be 2 letters, right, a "c" or a "k". So we have to think about which one would look right. Does that look like "club" in the running club? C: c. T: Yeah, we have to make it look right. With a "c", that's how it would look in running club. (kids fix). Ok, erase, last one, ready? The last word I want you to write is "crop". Crop is another word for vegetables that grow in the ground. Crop. ccrroop. Again, you have to think about what would look right. (boy writes crup). Check it. Crroooooop. Cr –ooo p. C: Oh, it's an "o". T: That's why you have to say it slowly, and check it. (To another child) Check yours. Are you right? C: Cru – op. T: We don't say "cru – op" we say "crroopp". Good. Now this can help you when you're writing in your classroom, and you get to a tricky word. You can say it slowly and write the sounds you hear. But it can also help you when you're reading, and you get to a tricky word, you can check it just like you just checked that one, all right? OK, erase it and put your top on your markers. OK, for the rest of the day, and forever and ever, when you are reading, I want you to make sure you are looking and making sure it makes sense, same thing when you are writing. What we just did can help you with those tricky words when you are writing.</p>