

Guided Reading Sample Lesson Level 8, Day 2
 Grade 1, Karen Branch, McLees Elementary School, Anderson School District 5

(T=teacher; C=child)

Segment	Transcript
Word Work 1 (1:49)	<p>T: You're going to read <i>Bully Dinosaur</i>, but first we're going to work on some of those words we've been working on, are you ready? I want you to write "come" Think about how does it look in a book? What would you see next? Erase. I want you to write "went" this time. Is that how it looks in a book? All right, erase. Last one, I want you to write "here" Did you write "here"? Erase and write "here." What would you see at the beginning of "here"? OK, now I want you to write the whole thing. Is that how it would look in a book? Are you sure? Ok, erase, put your caps on your markers.</p>
Familiar Reading, Running Record (5:03)	<p>Don't read it until I tap you, OK. I want you to go ahead and get started. SEE RUNNING RECORD FOR THE CHILD'S READING OF THE TEXT.</p>
Teaching Point (1:53)	<p>T: When you're reading, you've got to make sure it makes sense. There was one place right here, when you read, you knew it didn't make sense. So what do you have to do when you know it doesn't make sense? C: Think about the story. T: You have to think about your story and you have to go back and take a better look. So I want you to start right here and I want you to make sure it makes sense. C: Where is some food is Little Dinosaur T: Did that makes sense? C: <i>nods</i> yes T: "Where is some food is Little Dinosaur?" So that doesn't make sense, so you have to go back and take another look. C: where were what – T: What would make sense – what are they going to ask? C: Where is some food said? T: Keep Going C: said Little Dinosaur T: Does that make sense? Does that look right? C: <i>nods</i> T: keep going C: Look said Monkey. Here is are some bananas T: Look C: Here are some bananas. Yum, yum T: Yea, when it doesn't make sense, that's when you have to go back and take an even better look. That's not when you just repeat what you already said, that's when you take an even better look.</p>
Comprehension (0:53)	<p>T: Close your books. Alright, so I want you to think, what would you have done if Bully Dinosaur had come up to you? C1: He might want to eat us. C2: Run away and tell your Mom.</p>

Segment	Transcript
	<p>T: You would run away and tell your Mom? That would be a smart thing. or your Dad What would you do?.</p> <p>C1: Hide.</p> <p>T: You'd go home and hide. What would you do?</p> <p>C3: Uh, scream 'cause I know I could scream.</p> <p>T: Scream loud so maybe somebody would hear you and help?</p> <p>C3: No, so the dinosaur would faint, 'cause my Daddy used to faint.</p> <p>T: Oh, if you scream maybe the dinosaur would faint. Maybe.</p>
<p>Group Teaching Point (1:51)</p>	<p>T: Boys and girls, when you read, it has to make sense, and it has to sound right, and it has to___? Look right – yeah, just like we talked about this yesterday, when you come to a word like this, a word that you don't know (<i>writes "gave"</i>) you can look and say it slowly – gaaave- – but that's not a word that you know, so you have to think about what would make sense in your story. So go back to that page – page 7 – right here, start with Monkey –</p> <p>Together: Monkey and LD</p> <p>Cs: give – gave –</p> <p>T: Oh, "give" would make sense, wouldn't it? But let's look, what letter would you see after the g for "give" – would you see this letter next? For "give" – would you – what else would it say?</p> <p>C: gaave –</p> <p>T: that wouldn't make sense, would it, what would make sense?</p> <p>C: give?</p> <p>T: but it doesn't look like give</p> <p>C: gave ?</p> <p>T: Yes. Remember, it has to look right and it has to make sense. OK, close your books.</p>
<p>Group Word Work (3:05)</p>	<p>T: And you can put those aside, you'll put them in your bag today.</p> <p>Now, in our story, we found this word (<i>writes "where"</i>)</p> <p>Cs: were, where</p> <p>T: yeah, "where". If we know how to write it, what else do we know how to do? Read it. This says what?</p> <p>Cs: where</p> <p>T: Where. Are you ready? Look at the first little bit. Look at the last bit. Close your eyes. Do you have it in your mind? Can you see it? Alright. Open back up. What's missing Zooey? (<i>Teacher has written "wh" on the white board</i>)</p> <p>C: e – r – e. (<i>Teacher writes as child gives the letters</i>).</p> <p>T :What's the word?</p> <p>C: Where</p> <p>T: <i>Writes again</i> – What's missing? (<i>Each child gets a turn.</i>)</p> <p>Alright, so if we were going to make it with magnetic letters, what letter would I need first?</p> <p>Don't yell, just say it.</p> <p>C: h</p> <p>T: What would we see after the e?. (<i>T. hands out the letters to each child as they tell the letters .</i>) OK, I want you to make "where". Check it. Are you right? Is that the way it looks in a book. Mix it. Fix it. What did you make?</p> <p>Cs: where.</p> <p>T: Check it with just your eyes. Are you right? Last time, mix it, fix it. Make it fast. Good. I want you to write it on the table with your finger. Now I want you to write it on your board. What word are you going to write?</p>

Segment	Transcript
	<p>Cs: Where T: What is it? C: Where. T: Is that how it looks in a book? OK, Erase.</p>
<p>Writing Part 1 (5:34)</p>	<p>T: Now, we're going to write about our story, Bully Dinosaur. Listen, because this is what you are going to write. "Little Dinosaur and Monkey went to get some food. But they gave the food to Bully Dinosaur." Listen again. (<i>T. repeats</i>). So our first sentence is going to say, "Little Dinosaur...some food." I want you to say that. C: <i>Attempt to repeat. T. hands out writing journals.</i> T: Say it again. C: (<i>They repeat.</i>) T: So that's what you're going to write. Now, someone remind me, how does our story have to start, with what kind of letter? C: with a capital T: and that's the only place we're going to have a capital. We're not going to have them all over the page. So what are you going to write? C: <i>repeat the sentence.</i> T: Start with a capital T: <i>Puts tape over girl's small I in Little.</i> T: Dinosaur – that's a very tricky word, but look, it's right on the cover of your book. You can use that to help you. (<i>Cs write Dinosaur.</i>) T: Ok, keep going, what's going to come next. T: Make sure you have a space. (<i>Repeats part of sentence to support student. Child works on "went".</i>) T: Are you right? Go over to practice page and try "went." That's what your practice page is for, go over here and try it. One more time over here. T: (<i>to other child</i>) Go over here on your practice page and write "went". T: Make sure you have a space. T: Oh, almost, you were very close. You know what comes after that "g" – it's an "e" and not an "l" – that's a tricky one I know. T: Put it in your story (<i>after child has written it several times on practice page</i>) T: Say it slowly and write what you hear. (C writes "g") It's an "e" next. T: Come over here and write "come" T: Do we say "g" – "ent" or just "get"? T: Change the first letter to write "some". See, if you know "come" you know "some."</p>
<p>Writing Part 2 (2:48)</p>	<p>T: That's the end of your story. So what do we need at the end? Come down here to write Dinosaur – you don't have room here. (<i>To other children</i>) I want both of you to write "went" again on your practice page. Now see if you can write "some" without looking. Write it. How would it look? T: And what do you need at the end? T: OK, put tops back on your markers. And read what you have and make sure it makes sense. (<i>Children reread</i>) T: Does that make sense? T: And just like you did today with writing, you can do that in your classroom. It works just like reading. You have to make sure that your writing makes sense, and looks right, just like with your reading. Good job.</p>