

During/After Reading

Teaching Points Transcripts

How do we create and use teaching points after reading?

Teaching Points Commentary (Level 3), Emily Garrett, Springfield Elementary School

After the reading, I did take the group back to a couple of places that I noticed that they did some really good things. I try to take them back to reinforce what we've been learning, what they did here, and that's a good thing. Even though you may have said something wrong, I like how you noticed. That's always the biggest thing, you noticed that you've done something as a reader. And what am I going to do to further that? I can go back and fix it up; I can take a closer look; and think about what's going to sound right and look right in my story. It always goes back to that. You've got to know this is a story, what does it mean, what would make sense at that point. It's not about focusing on everything they got wrong, because we can't do that all the time. That would be silly and they would be overwhelmed with too much information. But to praise what I'm looking for in them, "Yeah, you've done that, that's exactly what readers do; I like how you did that." I think that means a lot to them. It builds up their confidence. It gives them that little boost, "Oh, that's what I'm supposed to do here." So hopefully they'll do that in their next books, or their next writing as well. And to think about, I do it in one place, I've got to do it all the time when I'm reading. So to really focus on what's good that they're doing and to reinforce, yep, that's exactly what you need to do when you come to something tricky.

B__ said, on page 9, it was that tricky part again. He wanted to say, "Look at me." But he immediately said, "Look at my." So I did go back and praise him for listening to himself and thinking and taking that closer look. And I did like how he came back and gathered it all back up. I did pick up on that, even though I was taking the running record, I did hear that and try to remember that.

A__ did the same here, and I talked about how he noticed it didn't look right, and he came back, and fixed it all up. So that's kind of what we talked about yesterday, taking that closer look, making sure it looks right and sounds right, and then going back and putting everything together, so you can carry that meaning from page to page throughout the story.

Teaching Points Lesson (Level 3), Emily Garrett, Springfield Elementary School

T: I heard some good reading on this page today, and B__ did something very smart. He said, "Look at me car," and then he went, "That didn't sound right." He went back and said, "Look at – S&T: my car.

T: Because who's talking here? Look?

S: Jack

T: Jack. And who's he talking to?

S: Billy.

T: And what's he telling Billy to do?

S: Come in his car.

T: Come in his car. So he says, "Look at *my* car." You see how that sounds right, and it looks right, doesn't it? So that was very smart, how you were listening to yourself, and went back and fixed it all up after it didn't sound right. Good job.

T: Turn to that page 9. Now, Jack is inviting Billy to come in his car. And I like how A__ was thinking here. He said, "Come and play," and he said, "Oh, wait, that doesn't match." And he went back again, and took a closer look, and he's thinking about what Jack would say. And what did he say here? Let's do this part together. Ready?

T&S: Come in my car, Billy, said Jack. See how we can put that together? Let's try that together, everybody. Put your finger on "come." Show me "come." Eyes have to look all the way through. All right. "Come in my car, Billy," said Jack. You see how Jack was talking to Billy there? OK.

Teaching Points 1 (Level 16), Elizabeth Arnold, Hodges Elementary School

I like to go from what's just happened in the lesson to the teaching point. I'm constantly making notes while the lesson is going on, because I think that's the most responsive I can be, to take what they've done and teach into it. As I'm taking notes, I'm deciding while the lesson is going on, what will I teach. And since analogies is what I really wanted them to learn, and I had shown O__ to use "her" for "ferns", I just took that right out, and then we used that for our TP.

I always try to take what we've done and turn it into the teaching point because that's exactly what she needed today, and even though K didn't show much evidence of that, R needed that too. They need to think about words they know to figure out words they don't know. And I think it's most powerful to take it right back to the text.

Often I will get them to show their friend, show her what we did today? And what did that help us to do? Because they learn as much from each other as they do from me, and I learn from them, so that's a good point. It makes them feel like, Oh, yeah, I can teach this to them.

OK, everybody come to a stop. What great reading you did today. I was watching you as you were solving tricky words. Olivia, why don't we use that as an example? When you guys were solving words today, how many of you put your strip in, and were able to take a word apart? Maybe you put your finger in, either way. or your finger? That works. Another thing readers do when we come to tricky words, is we might think of another word that looks like it, an analogy, right? So in the story, Olivia came to this bottom word (shows fern on whiteboard) yes, it's ferns, which we talked about at the beginning of the lesson, but it tricked her again. That's OK, it's kind of a new word. So we could think of a word that we already know. K, what's the top word?

S: her

T: Her. You know that fast and easy. So how can we use "her" to get to the new word?

S: (points) it's the er

T: It's the same "er" chunk. So you could use your finger, you could use your strip, and you could cover up - break it with me - fer - fern - ferns - Yes. You know what else I noticed you do, was cover endings today. We can't forget about those strategies that we learned long ago. When you come to a tricky word like this, cover up the ending and look for the root word that you might know - (climb - climbed) (she demonstrates on whiteboard). It works the same way in these harder books as it did in those easy books that you read long, long ago. Cover up those endings, OK?

Teaching Points Lesson 2 (Level 16), Ashinique Owens, Nevitt Forest Elementary School

T: So we just read about where the ingredients come from to make the pizza. I want to go back to some places where some friends did some really smart things, because when we get to a tricky part you've got to make sure you're thinking and you're looking all time, because it has to make sense, it has to sound right, and it has to look right. Page 14. Now, I've got to brag on one of my friends. One of my friends was reading, got to this word, saw it, "b -ackss, he backs? – no" And then you know what, we've always said if it doesn't work one way, what do we need to do?

S: Do it another way.

T: Try it another way. And that's exactly what my friend did. He knew that that could make the sound (long) a – bakes – Now let me read that and see if it makes sense. It looks right, let's see if it makes sense. (reads): He bakes the pizza in a big pizza oven." Does that make sense? Did that make sense?

S: Yes

T: Yes, because they do bake the pizza in an oven, so that does make sense. Now one of my friends did something so clever, went b-ake- make – Because we just practiced that word "make" didn't we? Yes. Sometimes other words can help us get to words we don't know when we get to the tricky part. Let's turn to page 11 please. This one was another tricky part for some of my friends. (writes "goats" on whiteboard) I like that we are using parts to help us, but you have to be thinking too, because sometimes it can get a little tricky, so you have to make sure that you're looking and thinking. Now one of my friends was reading about where cheese comes from, and it says that milk can come from cows, and then they got to this part –go, and they saw at –go-ats. The milk can come from cows, goats and sheep? Does that make sense.

S: No

T: So we have to do what?

S: Try another way.

T: Try it another way. Who can tell me another way could we try it?

S: oat

T: Oat! That is so clever J. – J___ saw this part here – the part that says oat – That was pretty clever. So let's put it together friends, let's see what it says.

T&S: Goats.

T: Let's try it and see if it makes sense. We just checked that it looked right, let's see if it makes sense: The milk can come from cows, goats, and sheep. Does that make sense? Yes Did you all know that milk can come from goats? Did you know that? You did.

S: My aunt lives near the country.

T: OK. So you have to always be thinking about what you're reading, all the time. You're doing a good job looking, but we have to remember to think also, OK?

Teaching Point Commentary 2 (Level 16), Ashinique Owens, Nevitt Forest Elementary School

My teaching points today - I went back to goats and back to bakes. I chose bakes because a student did something, a strategy that we've been using – OK, I tried b -ack – backs – but that didn't work, so he tried it another way. I wanted to praise that, because that's exactly what you do when you get to those tricky parts. If it doesn't work one way, you go back and try it again, and getting them to go back and reread. Then I went to goats – he really didn't know what else to do, he knew it didn't make sense, but he didn't know what else to do. He needed to try something else, but he didn't know what to try. But when we talked about it, he said you could use oats. So for him to find that part, "oats," in goats, that was perfect, and still getting them to use that meaning piece. I started to go after coat, because coat is a word wall word they have on their wall. But after he said that, I thought, no need for that, great job finding that part oat, so, I was happy.