

A First Grade Guided Reading Lesson

Sam's Picnic, Level D

Selecting the Text

Based on assessment data, the teacher selected Sam's Picnic, a level D book, as one that would provide learning opportunities for her group as well as be engaging to the readers.

Introducing the Text (about 5 minutes)

The teacher introduces the text, drawing attention to language and information that children will need to process the text with accuracy, phrasing, and comprehension. The introduction will support the readers need to effectively process this instructional level text.

T: Have you ever had anything happen to you that you thought you were going to do one thing but you had to do something else. Has that ever happened to you?

Ch: No!

T: I'll bet it has. Because we have had snow days and you thought you were going to be going to school and you have to go somewhere else.

Ch: I usually go to day care and...

T: You have to go somewhere else, don't you! How about you? Have you ever been on your way to do something and something changed and you had to change your mind and go do something else?

Ch: I had to go to my mom's work.

T: When there was a snow day. So you thought you were going to go to school but you ended up going to your mom's work. So sometimes the thing you have to do second is fun. And sometimes maybe it is not so fun. What do you think? Well, in this story, see the little girl in the middle, Sam. She is going to go on a picnic with her mom and her dog, Bingo. Say her dog's name...

Ch: Bingo

T: Sam and Mom and Bingo are going to take a blanket. Who's carrying the blanket? Sam's carrying the blanket. Who's carrying the picnic basket? Mom's carrying the picnic basket.

Ch: And the dog's not carrying nothing!

T: The dog's not carrying anything, is he?

Ch: He's jumping in, look!

T: He's excited to get down to the river isn't he?

Ch: I think he wants to go down and catch some fish and play with them!

T: You think he is going to get in that river?

Ch: He's going to take a bath!

T: Is that his plan?

T: Well, let me show you something. Let's open up your book, they are on their way to the picnic. I want you to open your book to the page where things change. Look at page 9. Right here. Look at this. This is the page where their idea for a picnic changes. Why?

Ch: Because it was a rainy day!

T: It wasn't just a little rainy day, was it? What kind of rainy day was it, Trenton?

Ch: A stormy, rainy day!

T: A stormy, rainy day! And there was tons of rain coming down! Could they have their picnic at the river?

Ch: Nope!

T: And do you know what mom says? Look at her. Here's what she says "Oh, no! Run to the car!" You all say that.

Ch: Oh, no! Run to the car!

T: They want to get out of there, don't they? They don't want to forget Bingo. So you know what they do? They tell him "Come here". "Come here, Bingo."

Everybody say the word “come”. What letter would you expect to see at the beginning of the word ‘Come’?

Ch: ‘C’

Ch: I know that word. It is one of our spelling words!

T: Find the word ‘come’ on there. Do you see it? “Come here, Bingo”. They don’t want to forget Bingo! Well, do you know what ends up happening? They go home. And when they went home in the car, they were kind of upset because they thought they weren’t going get to have a picnic. But they had a different kind of picnic at home.

Ch: An inside picnic! I was going to say that!

T: Look at the very last page! Do you see where they are setting up? Look at this! They are having their picnic in front of the television, aren’t they? And Sam was really kind of upset on their way home because they couldn’t have a picnic but now she’s happy! Now she’s happy, isn’t she? Does she look happy in the picture?

Ch: Yes!

T: She does look happy, doesn’t she?

Ch: She is having a good picnic!

T: And do you know what she says, “Oh, good!” Can you say that?

Ch: Oh, good!

T: Can you find the word you would expect to be ‘good’?

Ch: ‘Good’. (Child points to word on page)

T: Look at it carefully. Put your finger under that word ‘good’. Let’s check it all the way through. Good, good.

T: Is she happy about this television picnic? It is a television picnic, isn’t it? That’s not bad! I think it looks like fun, don’t you?

Ch: Yes, maybe they can play with their dog in the house!

T: Oh, my! Maybe they can!

During the Reading (about 7 minutes)

The teacher invites the children to read the text individually (not in chorus). Supported by her introduction, they will be able to process the text at their own speed. The teacher takes the opportunity to listen to and interact with each reader, wherever they happen to be in the text. Here is an example of 3 interactions that focused on using meaning and letter/sound relationships to solve a new word.

Conference #1:

Child reads: "Sam and Mom and Bingo were down to the river." Page 2

T: You were almost right, try that again.

Child reads: "Sam and Mom and Bingo were down to the river."

T: Something you said doesn't look like what's written.

Teacher comes in to help look more closely. Teacher and child share the reading "Sam and Mom and Bingo were..." Teacher pauses.

T: If it were 'were', what letter would you expect to see in there?

Ch: 'R'

T: We would see an 'R'. Check it. Is there an 'R'?

Child shakes head no.

T: Look closely and try something else.

Child rereads. "Sam and Mom and Bingo WENT down to the river."

T: Does 'went' make sense? Does it look right?

Child nods.

Conference #2:

Child found a word that he does not know on page 4 – (basket).

T: You found a tricky word.

Child rereads "Here is the picnic d..."

T: That's a "B" 'b'. Now try it again and think what would make sense.

Child rereads "Here is the picnic b..."

T: You tried it, now think what would make sense. Teacher reads, "Here is the picnic b..." Points to the picture. What would that be? A picnic b...

No response.

T: What would make sense there? Points to the basket in the picture. Do you know what that is called?

Ch: Basket

T: (points back to the word) Let's look. Could it be basket? Say it slowly and check that all the sounds match up.

Ch: Yes.

T: Ok. Now, reread and make sure that 'basket' makes sense in our story about this picnic.

Child rereads and confirms.

Conference #3:

Child reads page 12.

Ch: I'm kinda stuck right here (points to 'eat').

T: That's a hard one, isn't it? They are going to go home and do something, aren't they? What are they going home to do?

Ch: They are going home to have a picnic.

T: That's right. She is going to have the picnic. So what it says in the writing is "We can..." Make this sound (points to 'e')

Child says short 'e' sound.

T: Try the (long) 'E' sound. "We can e.." What would make sense there?

Ch. Eat?

T: Ok. Try that.

Ch: “We can eat the picnic.” Child looks puzzled. “That is weird. It is kinda like they are going to eat the basket.”

T: That does sound weird, doesn't it.

Ch: But that is just how the book is made!

T: Yes. That is how this author talks. You might have decided to say it in a different way. It might make more sense to you if it said ‘We can *have* our picnic.’ But, since you are a careful reader, you looked carefully and stopped when something didn't make sense to you.

After the Reading

Discussing the Meaning (about 1 minute)

The teacher and children discuss the story. They agree that the day had turned out all right for Sam after all because she got to have a picnic and watch television. They agreed that usually you don't get to watch TV when you are having a picnic because you are eating outside. One child pointed out that on page 16, it could have said TV instead of television. Then the children look at the word television and decide if that big word could say TV.

Teaching for Processing Strategies (about 1 ½ minutes)

The teacher selects a teaching point that will benefit readers in the group. Since the group is beginning to go beyond the first letter in monitoring reading and solving words, she takes the opportunity to point out some skillful word solving in which the reader looks across the word.

T: Airian tried something really smart on this page. She got to this page and read "Sam and Mom and Bingo were down to the..." She stopped and thought "That doesn't sound right" So she went back and found the tricky part. What was the tricky part there?

Ch: went

T: Yeh, she had to look carefully at that word. Look, Trinton, right here at this word. She couldn't call that word 'were'. It would have an 'r' in it. When your eyes look all the way through, could you say 'were' for that word? No, so you know what she did? Then she had to try something else. She had to think, hmmm, wonder what else would make sense there. So she went back and she said, "Sam and Mom and Bingo..." she kept the 'w' and she tried 'went'. Look through that word. Is it 'went'? Does that look like went? Then she had to make sure it would make sense still. So she went back and said "Sam and Mom and Bingo went down to the river for a picnic."

Ch: That makes sense! It's like we didn't even get stuck on it we just kept right on going!

T: Kept right on going and it made sense and it also looked right didn't it? You heard all the sounds in the word and you could see all the letters.

Word Work (Optional)

The teacher spends one or two minutes engaging the children in active work with words using magnetic letters or white boards.

Today children use magnetic letters to change the beginning letter and ending letters to make new one-syllable words. They also work on adding letters to make new words.

They move from *an* to *and*, *we* to *went*, *man* to *an* and back to *man*, then change the first letter to make *can*.

Shelly Schaub, Literacy Collaborative Trainer at The Ohio State University, was the teacher of children and researcher of this example.