

Video Scripts on the Weebly Website

Video 1: Choosing a book - Text it too easy

Book: Smith, A. (2000). *Max and the little plant*. Scarborough, ON: Nelson Education Ltd.

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Child: *Read every word without making an error, or self-correction. Reading is fluid.*

Text:

p. 8 One hot day,
Max went to look
at his plant.

“Oh, no!” he said.

“It is very hot today,
and I forgot
to water my plant.”

Child reads aloud:

p. 8 “One hot day,
Max went to look
at his plant.

Oh, no! he said.

It is very hot today,
and I forgot
to water my plant.”

End video.

Video 2: Choosing a book - Text is too challenging

Book: Smith, A. (2001). *River rafting fun*. Toronto, ON: Nelson Education Ltd.

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Child: Reading is choppy and many errors are made

Text:

p. 3 “Is everyone ready?” called Tim’s dad,
as Tim and Jeff finished
putting on their life jackets.
“Get in! We’re off!”

The boys climbed into the raft
and picked up their paddles.
Tim’s father was out in the river,
holding the back of the raft steady.
Then Jeff’s dad pushed off,
and both fathers leaped in.

Child reads aloud:

p. 3 “Is every...everyone ready? called
Tim’s dad,
as Tim Jeff fished
putting on their life jackets.
Get in! We’re off!

The bows climbbbed in the raft
and picked up their paddies.
Tim’s father was in the river,
holding the back of raft steady.
Then Jeff’s dad pushed off,
and both fathers leaped in.”

End video.

Video 3: Choosing a book - Text is the right fit

Book: Giles, J. (2001). *Clever brown mouse*. Scarborough, ON: Nelson Education Ltd.

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Child: *Reading is fairly fluid, a few choppy moments.*

Text:

p. 3 One morning, the three little mice
were playing outside.

Then they saw the cat coming.

p. 5 “Oh, no!” cried White Mouse.
“The cat is coming to get us!”

“Run to the fence!”
said Brown Mouse.
“The cat can’t get under the fence.”

p.6 The mice raced over to the fence.
Then they stopped.

“We can’t get under there!”
cried Grey Mouse.

Child reads aloud:

p. 3 “One morning, the three little mice
were playing outside.

Then they saw the cat coming.

p. 5 Oh, no! cried White Mouse.
The cat is coming to get us!

Run to the fence!
said Brown Mouse.
The cat can’t get under the fence.

p.6 The mice raced over to the fence.
They...then they stopped.

We can’t get under there!
cried Grey Mouse.”

End video.

Video 4: Using cues during reading - Does it sound right?

Book: Jarden, J. (2000). *Down by the sea*. Scarborough, ON: Nelson Education Ltd.

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Student: “Meg’s grandma had a house by the sea. Look, Meg! said Grandma. The waves is little today.”

Teacher: Does that sound right? Try looking at this word again (*points to the word “is”*).

Student: “Ummm...are.”

Teacher: Now reread the whole sentence (*points to beginning of sentence*).

Student: “The waves are little today. I can take you to see the rock pools.”

Teacher: That’s right; there is more than one wave so we say ‘are’ instead of ‘is’.

End video.

Video 5: Using cues during reading - Does make sense?

Book: Jarden, J. (2000). *Down by the sea*. Scarborough, ON: Nelson Education Ltd.

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Student: “Meg and her grandma went for a walk on the rocks. They liked inside the rock pools. Grandma saw some baby shells.”

Teacher: Does that make sense? The word “liked” looks like this word (points to “looked”) but did that make sense?

Student: No.

Teacher: Try that again and keep the story in your head as you do (points to text)

Student: “They looked inside the rock pools. Grandma saw some baby shells. Meg saw some little black fish. A big boat went by.”

Teacher: Good correction. It’s important to think to yourself if something makes sense and if it doesn’t then go back and reread the sentence.

End video.

Video 6: Using cues during reading - Does it look right?

Book: Jarden, J. (2000). *Down by the sea*. Scarborough, ON: Nelson Education Ltd.

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Student: "Then Grandma looked up. She saw the dig wave coming!"

Teacher: Does that look right? (*points to the word big*) Try looking at the beginning letter and try the word again.

Student: "Big", that looks better. "She saw the big wave coming! Meg! she shouted. Look out!"

Teacher: Good looking. The word "big" starts with a 'b' and it sounds much better in the sentence than "dig" doesn't it?

Student: Yes, dig starts with a 'd' and not a 'b' and dig did not make sense.

End video.

Video 7: Using cues during reading - Does it look right, does it make sense, and/or does it sound right?

Book: McMillan, D. (2001). *The classroom caterpillar*. Scarborough, ON: Nelson Education Ltd.

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Teacher: Now that we've done a picture walk. Let's start reading. Remember what we've been working on. If you get to a word you don't know...

Student: Think, does it look right, sound right, or make sense.

Teacher: That's right.

Student: "The classroom caterpillars. On Friday morning, Katie come to school with a caterpillar in a box."

Teacher: Did that sound right?

Student: No.

Teacher: Try that again from here (*points to the beginning of the second sentence*).

Student: "On Friday morning, Katie came to school with a caterpillar in a box." Yeah, that sounds better. "She had some leaves in the box, too. Katie said to Miss. Park, I will look after this caterpillar. Can it stay here in our room?" (*turns page*) "My caterpillar likes eating green leaves, said Katie. Miss Park said, Look under this leaf. There are some little white eggs."

Teacher: (*Points to the word "Here"*) Did that look right? Remember to focus on the words. Look at the first letter and try the word again.

Student: Oh, it's "here" not there. (*continues reading*) "T/in/y" (self-corrects) "Tiny caterpillars will come out of the eggs" (*turns page*) "On Monday morning, Katie came to school with a green plate in a pot."

Teacher: Did that make sense? Would you put a plate in a pot?

Student: (laughs) I don't think so.

Teacher: Try looking at the picture for clues.

Student: (*looks at picture and rereads text*) "On Monday morning, Katie came to school with a green plant in a pot." That makes more sense. "Look! she said to Anna. Some little caterpillars have come out of the eggs! They can eat this plant, too." (*turn page*)

End video.

Video 8: Using Question Answer Relationship (QAR) Before, During, and After Reading
Book: Tidey, J. (2011). *Birds that migrate*. Toronto, ON: Nelson Education Ltd.
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Before Reading:

Teacher: Do you know what migrate means?

Student: No.

Teacher: It means an animal moves from one place to another depending on the seasons.

Student: Oh. okay, which birds migrate?

Teacher: That's a great question, maybe we'll find out by reading this book.

Teacher: Do you have any connections to the title of the book? Connections are something we already know, have seen, or heard about a topic. For example, I know Canadian Geese migrate. Do you know anything about birds that migrate?

Student: I don't think penguins migrate because they don't fly. I learned that last year.

Teacher: What do you think this book is about?

Student: Birds that move to other places.

Teacher: Let's start reading to find out.

During Reading:

Student: (*Begins reading*) "Birds That Migrate" (*Turns page*) This is the table of contents.

Teacher: What is a table of contents?

Student: It tells us where to find information.

Teacher: That's right, what are we going to read about first?

Student: Birds Migrate

Teacher: Start when you're ready.

Student: (*Turns page*) "Birds migrate. Lots of birds migrate. They fly a long way to find places where it is warm."

"Why birds migrate. Baby birds come out of eggs in spring. They grow bigger in summer. As winter comes, it gets colder. Some birds have to find a warm place to love."

Teacher: Why do you think birds have to find a warm place to live?

Student: Maybe because it's too cold, so they need to find a warm home.

Teacher: Do people have to move to warm places when it gets warm?

Student: No, because if they get cold they just put warm clothes on. My parents make a fire when our house gets cold.

Teacher: Do you like cold or warm weather?

Student: Warm weather, like the summer.

Teacher: Why?

Student: Because you can do more things outside. Like ride bikes and stuff. *(Turns page)*

“Getting ready to fly. Birds eat lots of food before they migrate. Then they do not have to stop to eat on the way.”

Teacher: Why do birds eat a lot of food before they migrate?

Student: So they don't have to stop on the way. It says so right here *(points to text)*. *(Turns page)*

“Some birds grow feathers before they migrate. The old feathers fall out and new ones grow.

New feathers help them to fly for a long time.” *(Turns page)* “Flying away. The birds fly away in big flocks. Some birds fly away in the morning. Some birds fly away late in the day.”

Teacher: What are groups of birds called?

Student: They're called flocks. It said it on that page. *(Points to previous page)* *(Turns page)*

“Birds are clever at finding the way to warm, sunny places. They fly for a long time without stopping to find the best place.” *(Turns page)* “Flying back again. The birds stay in the warm place. They sleep and eat and fly around. Then, winter comes to the warm place. So the birds get ready to fly again. They fly all the way back to where they came from.”

After reading:

Teacher: Tell me what you learned about birds from reading this book.

Student: That when it gets cold some birds fly to where it's warm and then they fly back when the warm place gets cold. Oh, and new feathers help birds fly for longer than old feathers.

Teacher: Did you know any of the information before reading this book?

Student: I knew birds fly in groups but I didn't know they are called flocks.

Teacher: Have you ever seen a flock of birds before?

Student: Yeah, at the beach, but I don't know think they were migrated.

Teacher: Migrating

Student: Migrating.

Teacher: Why do you think they were not migrating?

Student: Because it was during the summer and in the book it said birds migrate when the weather gets colder.

Teacher: That's a great observation. Thank you for reading with me.

Student: You're welcome.

End video.