

## Lesson Transcript

I = Teacher (Irby DuBose, Pate Elementary School, Darlington, SC), S = Students

### Connect/Engage

I: Good morning, I'm so excited to start our research today on penguins. Remember a few days ago we started thinking about what we think we know about penguins, our questions about penguins, and today we're going to start to do research on penguins. Before we get started I'm going to have us practice our turn and talk to remember what it looks like. Kayla and Kravea, do you mind practicing quickly and we'll talk about what we're doing well? OK, wait – I'm going to show you this book about penguins. I want you to look at the front cover. Kayla and Kravea, everyone else will watch, I want you to turn and talk about what you're thinking about the front cover. Ready, go.

Let's all watch.

S: (Kravea) Caption: I was thinking why the baby has a fur coat.

I: Ooh, Kayla, were you thinking anything?

S: (Kayla): Caption: I was wondering why the baby penguin was in the middle.

I: 1, 2, 3, - Raise your hand if you can tell me some good things about that turn and talk? A \_\_\_\_

S: (inaudible)

I: Right. When one person was talking the other person was what

S: Not talking

I: Not talking, they were listening. And that's important. J, did you notice anything?

S: I noticed that she was listening when she turned.

I: Oh, yes, they were listening.

S: I liked how Kayla said, (inaudible)

I: Right. Now, if you don't mind, because I didn't even know - the great thing about research is new questions and new learnings come up all the time. So I love how when I showed you that picture, Kayla, you had a question, "Why is the baby penguin standing in the middle?" So I'll write that on a sticky note and you can go stick it up on our questions? And maybe that's something that we can use to help us in our research.

OK, Kayla, come up here. That's the great thing about research, you can always add more questions. Go stick it on our wonder chart.

And Kravea, you said that you noticed that the baby penguin has fur, right. So that was kind of a wondering too, right, why do the babies have fur and the grown-ups don't? Let's add it.

Go stick that on our wonder chart. Remember those questions always help guide our research. Very good Kravea.

I: So today, when we do our research, we're going to do our graffiti boards. You all love them and I thought they would be a great one to do today. Now remember, when we go to our graffiti boards, what kind of books do we have, do we have fiction or nonfiction?

S: nonfiction

I: Nonfiction. Now nonfiction are what type of books. Raise your hand if you can tell me something about nonfiction books.

S: They're real.

I: They're real. What else do we know about nonfiction books?

S: They have a table of contents.

I: They do, remember the table of contents on our chart. It helps us know what's in the book and where to go.

S: There can be a glossary.

S: They can have – big words.

I: Do you remember what we call the big words?

S: Headings.

I: Very good. What else?

S: They could have labels.

S: They can sometimes have bold words.

I: (repeats) And all of those things help us during our research find out what we want to find out about, and this week it's what?

S: Penguins.

I: Penguins, very good. So when we go to our graffiti boards today, this is important, I want everybody to listen, put on your research caps and listening ears, I'm going to have lots of nonfiction books at your table about penguins, I want you to really focus on the pictures in these nonfiction books because the pictures are so great. Why? Who can tell me? Who hasn't really talked yet? Joshua, why are nonfiction pictures so great? (waits). What's special about the pictures in nonfiction books?

S: (inaudible)

I: Yes, they look different, but what's special about them?

S: They teach you.

I: They teach you because they are real or fake?

S (all): Real!

I: They're real. So today I want us to really focus on the pictures, because sometimes the words might be kind of hard, but the pictures can always teach us about what we're learning. So we're learning about penguins, we can look at pictures of penguins, and see what we can learn.

## MODEL

I: I'm going to go first. When I look at this front cover, I'm going to think what can I learn from looking at this picture. Hmm. Well, I see a penguin. I see that there's water behind him, so I'm think that penguins must live near some kind of water, because I see a penguin and I see some water. Well, if you look real hard, that could be ice, you're right, so we're at graffiti board, I told you what I just learned from this front cover. So what am I going to do?

S: Write it.

I: I'm going to write it, and draw it. Am I going to copy it?

S: (unison) NOOO!

I: I'm going to draw what it makes me think of. So real quick, this is my graffiti board, I'll draw my penguin, Ms. DuBose is not a great artist, but I can try, it kind of look likes a ghost, and I know penguins live near – what –

S: water

I: So I'm going to draw some water. And I'm going to write this too, Penguins live near water. So help me write it. Penguins is on this front cover,

S: (spell from cover and teacher writes)

I: "near" – let's stretch it out. Penguins live near water. Waa – ter.

## Guided Practice 1

I: Now, I need your help. This is where we'll turn and talk. I'm going to show you a picture, and I want you to turn and talk about what you can learn just from the---

S: Picture.

I: Let's look. Here's the first picture. Remember, if you have something to share, you will share it with your neighbor. OK. I want you to turn and talk to your neighbor – wait til I put my hand down – about what you're thinking about this picture, what it can teach us about penguins.

(children turn and talk, teacher kneels) What do you think? (children inaudible)

I: 1,2,3, A and K, can you all share a little about what you were thinking?

S: We were thinking where do penguin babies come from?  
I: Hmm, what a good question. Where do the babies come from? Where did you think they come from?  
S: I was thinking maybe they come from their stomachs.  
I: So you were thinking maybe they come from their stomachs. Very good. J, what were you all thinking?  
S: I was thinking that may be their food.  
I: Oh, maybe that's the food under the penguins? That's a good thought. What do you think, K?  
S: I was thinking why do they have white eggs.  
I: So you were thinking that's an egg, and why are they sitting on a white egg. J?  
S: The penguin is hatching the egg. I: Oh, maybe it's hatching the egg. Those are some great thoughts. And remember, on graffiti board what you would do is whatever you were thinking you would write it or draw it on your board.

I: I'm going to let you draw your thoughts on this next picture, OK? Look at the picture...

I: Turn and talk about what you think about this picture. What can it teach you?

I: Tai, you want to share what you were thinking?

S: I think they do belly flops.

I: Well, that's one thing you might be thinking, but when I heard you, you had a question. Do you remember what that question was?

S: I wonder if they're covering their eggs.

I: OK, I wonder if they're covering their eggs.

S: I was thinking, maybe somebody's coming to attack.

I: My gracious. Well, J, would you like to come try to draw that quickly on our graffiti board? Just quickly.

I: I love that, that's not in the picture, but she's thinking – I think maybe they huddle together for protection, when someone comes to attack, like predators, or hunters, or something like that. So this is what J would put on her graffiti board. (She starts to draw)

(child still drawing)

I: Oh, J, so what's this?

S: That's the person that's coming to kill.

I: And they're happy. And what's this?

S: That's the penguin.

I: And how do they feel?

S: Sad.

I: Why?

S: Because she's coming to attack their place.

I: So what we could say from this – one thing, J, when you draw your picture, you know how there's lots of penguins, and what's we're learning is that lots of penguins are huddled together to protect from their attacker, so what you could draw- you kind of ran out of room – you could draw lots of penguins, because they're huddle together. OK? That was great, J. Everybody give J a little firecracker clap. There you go.

## Guided Practice 2

I: OK, look at this one. Remember, share with your partner.

I: (conferring with child) So you're thinking, how did the penguin get out of it? Oh, let's look at the next picture. You're thinking, how do they get out? And that was one of our questions, wasn't it, how do they get out of the eggs? I don't know but maybe it says – oh, I'm going to read a little bit. It says, "It's time to leave my egg. I poke a small hole in the top with my sharp beak and chip, chip, chip away until the top comes off." So how did he get out?

S: CAPTION: With his beak.

I: He used his beak. I love that, A, that was one of our questions, how do they get out of the egg. Could you share that with us and we could put that on our new learning board, that we learned that they use their beaks

to chip out of the egg? 20:09

I: 1,2,3. A, can you share what you were wondering, and then what we found out? Remember, you all have been adding so much to our research. A was wondering something we put on our chart before, "How do they get out of their eggs. " We wondered that. So A, did we find out how they get out?

S: Yes

I: How?

S: They use their beak.

I: They use their beak to chip away from the egg. So since A had a thought that went directly with one of our questions, do you mind if I write it down and we put it on our new learning? So how do they do it, A?

A: (inaudible)

I: The babies chip away. They use their beaks. Come on, A, what did we learn? How do they get out of the eggs? They use their beaks. Do you see the new learning chart over there? Can you reach it? Thank you, Ms. McDonald!

I: OK, let's do one more. Then you'll get to go to your own graffiti board. (Shows picture and children immediately make comments). You all are supposed to be thinking in your heads. I'm so happy that you are thinking all this, but you have to wait and think in your heads and share it with your partners. But I love all this excitement. If you could see your faces. I can't wait to hear what you say to each other.

I: (Conferring) I didn't know seals ate penguins. V. said it was a seal.

I: 1,2,3, All right. B and J, can you share quickly what you were thinking from that picture.

S: The seal is about to eat the penguin. Let me go back to that page. Look at him. That seal's mouth is open and he's ready to eat. And J said, why are they getting out of the water?

S: So they won't get eaten.

I: Do they want to get eaten? No! So B said seals must eat penguins. Penguins don't want to get eaten, so J said they're trying to get out. So B, I want you to put on the graffiti board what you would put if you were at your table, OK, and here's the markers, and while he does that, J, do you want to add to our new learning chart. What did we learn must like to eat penguins?

I: Seals. So B you come draw, and J you can add to our new learning. So even just during this time we've learned from our question about how do penguins get out of their eggs we've learned that they use their beaks, and then we've also learned, what likes to eat penguins?

S: uh

I: J, what was it called?

S: Seals

I: Seals. I didn't know that. OK, J, while he's working on that, you go stick that on our new learning. 25:59

### Transition to Independent Practice

I: Now remember, you're going to go to your graffiti boards, and look at the pictures in the nonfiction books, and see if you can learning anything just by looking at the pictures. Now, before we go, I'd like for you to wait til I say go, and then gently turn so we can look at our chart, so we can review it quickly, so you can remember what we thought we knew before we started studying, what were our questions, so you can keep an eye out while you're researching, were some of the things we thought we knew right or wrong, and then did we answer any of our questions. (They turn)

OK, remember, before we did our research, we did these charts. And we were wondering, Do penguins live in the water? Do they swim in the water? ...can they hold their breath? And A is still talking about the dibrating. I'm not sure what that is but A if you find something about that, let me know... (reads rest of sticky notes).

They live in the Arctic. That's what we were thinking at the beginning.

S: (inaudible)

I: OK, so if you see that in one of your books, be sure you put it on your graffiti board and we can put it on our chart, OK? Some of our questions: Do they live in cold water or warm water, do they grow stripes, (reads the rest of questions), how do they get out of their eggs? Did we answer this? How do they get out? With their

S: beaks

I: Beaks. (Takes sticky note off Questions. A found the answer to that. Great job, A. (Reads more of the questions). So when you go to your graffiti boards, look for new learning, but also see if you can find answers to some of our questions.

I: Are we ready? I would like for A's table to go and be real careful. N's table may go.

(Children getting settled at tables)

### Independent Practice 1

S: I didn't know that these, these, may be alive.

I: You didn't know they were alive? What else? What else can this picture show you? (points to the different penguins in a row).

S: I see an egg.

I: Well she found an egg too, so they must come from what, where, A, where must they come from?

S: Eggs

I: From eggs, they must hatch from eggs, great. Wait, go back to that picture.

S: Some penguins can be blue.

I: I don't believe you. (child shows picture). Oh, you're right, penguins can be blue. So one of our questions, H, up there, was "Are all penguins black and white?" Are they all black and white?

S: No

I: No, because you just found what color?

S: Blue

I: So will you share that, H, that some penguins can be blue? So, H, make sure you put that on our graffiti board so you don't forget. Make sure you draw a picture of that blue penguin, H.

S: I see a blue penguin.

I: Where?

S: Right here.

S: And they can be gray.

I: Where? What kind of animal is that? We just talked about it.

S: A seal.

I: A seal. And seals like to do what?

S: Whales.

S: Eat penguins.

I: And look, do you see anything interesting in these words? Do you see a word that sticks out?

S: (points to bold word)

I: Oh! What do we call that word?

S: A dark word.

I: A dark word, or a b—

S: A bold word.

I: So that must be a word that the author wants us to know. Do you mind if I read it to you? It says, "predator." So a seal must be a predator. That's a big word. Can you say it?

S: Pre-

I: Predator. So H, you're learning all kinds of stuff. Do you think you can remember — you've learned that some penguins are blue (points to his drawing), and you've learned that a seal is a pr— what's that word? Predator

S: Predator.

I: Good job, H.

I: I want you to look, look at all these different kinds of penguins. What do you notice about them? (Child looks). Are they all the same size?

S: No

I: Are they all the same color?

S: (Shakes head no)

I: So what can we learn, that penguins can be different what?

S: Colors.

I: Colors, and different what

S: Sizes

I: Sizes. This says, "Some Kinds of Penguins." I didn't know there were this many kinds of penguins, did you?

S: (Shakes head yes)

I: I didn't. That's something I've learned. There are many different kinds of penguins. So what you could do on your graffiti board, you could draw all different kinds and colors of penguins, because that's something we've learned. Do you want to?

S: (smiles but doesn't commit)

I: If you want to, you can keep looking and draw in a little bit, just be sure you draw, OK?

I: Alright, B,

S: I found a seal.

I: Oh, you did. Oh, what else is in that picture that could be a predator? Let's see, that looks like a –

S: seal

I: seal, (child from other table brings over the book where he saw the seal)

Oh, thank you – can we borrow this? We'll bring it right back. Come here, H. you tell B. You found this in your book, and you noticed the what? What animal did you notice?

S: the seal

I: The seal. And then you noticed this bold word, do you remember what it was?

S: (shakes head yes, tries to pronounce)

I: Predator. So H noticed the seal, and then he noticed this word, predator. So B, here's the seal, so this must be a what?

S: Seal?

I: predator. And it says, "A predator, penguins hide from predators that want to gobble them up." So predators must be what, B, if a seal is a predator, and the penguin wants to hide from it, what is a predator?

S: (shrugs shoulders)

I: Do you think they're good or bad?

S: Bad.

I: Bad. It says the predators want to gobble them up. So the seal must be a predator, and what else must be a predator? Do you know what this is?

S: (shakes head no)

I: What does it look like? (Other child comes back, showing dolphin)

S: (inaudible)

I: Well it looks like a seal because it's the same color, but it's actually a whale. A killer whale. So seals are predators, and what else?

S: [CAPTION: Whales]

I: Whales are predators. So is that something you could put on your graffiti board that you learned? What's another type of predator?

S: A whale.

I: A whale. So whales must want to eat penguins too, don't they. All right, make sure you put that on your graffiti board, OK? See if you can draw a picture of that whale, because it's a predator.

## Independent Practice 2

I: J, let's look together. What have you already put on your graffiti board?

S: CAPTION: They jump out of the water.

I: You saw a picture of a penguin jumping out of the water, in this book? Let me see. (Child looks through pages for the picture).

I: Oh, my gracious, they are really jumping, aren't they? I didn't know penguins could jump like that, did you?

S: I drew the baby.

I: Oh, so you drew the baby, too. I love that picture of the penguins jumping out of the water. So what can we learn – that penguins must – jump out of the water. Good job. Do you want to look in another book? Ok, get another one.

S: Look, that's an egg.

I: What?

S: That's an egg.

I: Say it again, I can't hear you.

S: CAPTION He has an egg.

I: She has an egg. Or he has an egg, you're right. I wonder if it's the mama or the daddy with the egg.

S: CAPTION: It look like the daddy.

I: Hmm. Isn't that kind of interesting, J, why would the daddy have the egg?

S: CAPTION: And the mama's gone.

I: You think so? We'll have to see if we can find out in the book. Let's see. Let me read this. Can I read this to you? It says, "The Emperor Penguin" that's this kind of penguin – "lays her egg in the winter, when it's dark, both day and night." So it's dark all the time. "The she leaves" So who leaves?

S: the mama

I: The mama leaves. "While she's gone, her mate" – that's the Daddy – "carefully nestles the egg on top of his feet." So who's sitting on that egg, J?

S: the daddy

I: Oh, that's interesting, cause I thought it would be the mama. Why don't you draw a picture and make sure you show that it's the daddy sitting with the egg. And that's something I'd love for you to share. Can you share that? Because that would be something good to add to our chart. OK?

I: So their eggs must look different too. (To J – where's your daddy sitting with the egg? (child points) OK, good.

S: (inaudible)

I: Let's see. I showed a picture and it looked like the penguins were huddled too and we asked why were they doing that, and remember, J said she thought they were doing it so they didn't get hunted, remember? Why do you think they're doing it?

S: (inaudible)

I: Why would they stand all huddled together like that?

S: They might be praying.

I: They might be praying. Why else would they do it?

S: So the babies can't get out.

I: Look at these white lines and stuff, that's the wind, so it must be pretty what?

S: Cold.

I: So why would they be huddled up if it's so cold?

S: CAPTION: They're getting together so they can be warm.

I: You think so? Draw a picture of that. It says, "He huddled together with his friends against the freezing winter storm." So I think you're right, J, I think they huddle to stay—

S: Warm.

S: I can put all this

I: That looks like a big huddle, you're right.

S: (starts looking through book again for more things)

I: See if you can remember what you learned. What's this? (points to drawing of daddy penguin).

S: CAPTION: The mama left and they sit on the daddy two days

I: Two months. You're right. And what was this? Do you remember?

S: Yeah. CAPTION: It was cold and they get together cause they get warm.

I: Good, they huddle to keep warm. And then what was this?

S: They jump.

I: They jump out of the water. Great job, J.

### Independent Practice 3

I: What have you learned, Hayden?

S: Some penguins can be brown.

I: Some penguins can be brown. That was one of our questions, "I wonder if all penguins are black and white," Are they?

S: No

I: No! Some can be –

S: Brown

I: And do you know, H found a blue penguin in his book. OK, what else did you learn?

S: The big ones swim under water.

I: Some of them swim under water? They can breathe under water. OK. Did you draw this, or N?

S: Me

I: What's that?

S: CAPTION: Something's trying to eat the penguin.

I: Something's trying to eat the penguin. Oh, my goodness. I love this. I love how you found an answer to one of our questions, "I wonder if all penguins are black and white." Nope, some of them are?

S: Brown.

I: Very good. Thank you, H.

S: (inaudible)

I: Well, that looks like a penguin, but it's actually something – I don't know what that is. It says, "Like penguins, they're black and white in color." So that's not a penguin, but it looks like a penguin. OK? I'm glad you showed me that, because one of our questions was "Can penguins fly?" and you saw this bird and it looks like a penguin and it's flying. But Ms. DuBose is here and I can help with the words and it says, "like penguins they are black and white" so these are birds that look like penguins but they're not penguins. We still have to figure out if penguins can fly. Have you seen any pictures of penguins flying?

S: (shakes head yes and points to the same picture).

I: Where?

S: On this page.

I: But remember, that's not a penguin, that just looks like a penguin. So we still need to figure out if penguins can fly. Have you seen any pictures of flying penguins? All the pictures I've seen they're walking and sliding. I wonder if they can fly. We'll have to figure it out. 1:02:04

I: What did you learn, A?

S: I learned that they make their nests out of sand and rocks.

I: Oh, that's smart, A. They make nests out of sand and rocks. I didn't know that. Where did you find that?

S: (inaudible)

I: Say that again.

S: CAPTION: The mama gets the food for her babies cause they can't hunt til they grow up.

I: Nice. I think one of our questions was how do they make their nests, so can you share that they make their nests out of sand and rocks? T, what did you learn?

S: (inaudible) CAPTION: and that's the shark trying to eat the penguins.

I: You all saw sharks in one of these books?

S: I saw a shark.

I: Are you sure it was a shark? What book was it in?

(Children look)

I: Well if you find it again, let me see it, OK?

I: Oh, you found it, good, I'm so glad you did. Let me tell you. These look like sharks, but do you know what they are really? They're seals. These are seals, and this is – actually,

S: a whale

I: it's actually a whale, you're right. So these are seals and what kind of animal is this? A whale. So the shark,

J, it's a whale, good. It looked like a shark but actually a whale, so I'm glad you showed that to me.

### Share

I: Guys, listen, I am so excited to hear what you learned. Go ahead and close your books, put your crayons in your cups, push in your chairs, and come to the carpet.

I: What I thought we could do before we go to our chart is share a little with our neighbor about something we learned. If you brought a book that's fine, if you didn't, we'll do that in a little while, because I want us to share right now. So turn and talk to your neighbor about what you learned about penguins. Go ahead, talk to your neighbor.

I: 1,2,3 Now, I walked around and was blown away by what you were learning about penguins. So smart, like really smart research was happening. I would love for some of you to share your learning with the class. And if it's answering one of our questions, or something we can add to our chart, we'll do that. J, you found out something really interesting. Do you want to share it with us? Come, you can sit right here.

I: Talk really loud

S: Some penguins jump out of water.

I: So J learned that some penguins jump out of the water.

S: Some penguins - Mama penguins, baby penguins (inaudible)

I: Good. Did you all hear that? The mama penguin leaves, then the Daddy penguin sits with the egg for how long?

S: two months

I: Two months. J saw that in a book. K, I think you saw that in a book too, didn't you? Thank you, J. So I thought what we could do - because I didn't know the daddy penguin sat on the penguin - on the eggs? Did you know that before this? Or did you just learn it?

S: I learned it

I: You just learned it! So can we add that to our new learning? The daddy penguin sits on the egg.

I: OK, go put that on our new learning. Now we've got to talk one at a time, because otherwise we aren't going to hear. Now A, you found the answer to one of our exact questions - how do they build - where do they live? What's the question, Ms. McDonald?

S: What's their home?

I: How do they make a home? That's it, T, thank you. A, how do they make their homes?

S: They make their homes from sand and rock.

I: They make their homes from sand and rock. So how do they make a home, A?

S: From sand and rock.

I: Let's add that, since it's new learning.

I: OK, A, come put this on our new learning. Another one of our questions, are penguins always white and black? H, can you answer that for us? (child comes up to front of room)

I: Are penguins always white and black? What did you learn?

S: Some penguins are blue.

I: Some are blue. What else are they?

S: Brown

I: Brown. Did anyone else see another color?

S: Red

I: Red! So are penguins always white and black?

S: No

I: No. Good, H. What else did you learn?

S: CAPTION: Some penguins eat fish. I saw that in my book.

I: And A, you saw that too, didn't you, that penguins eat fish. All right, penguins are different colors, we found that answer.

I: And another one of our questions, "What do they eat?" A, what do they eat?

S: Fish

I: Very good. OK, cmon (Writes sticky note)

S: I knew that. I already knew that they eat fish.

I: You already knew it?

S: I always knew it.

I: You always knew it. Well, the good thing about – hang on, this is important. Well the good thing about research, there are things we think we know, and now we can say that we know for sure that they eat –

S: fish.

## CLOSURE

I: Real quick, before we wrap this up – OK, turn and face this way

I: Somebody found an answer to this. We thought before that penguins live in water. I think it was – who drew a picture of all that water – J – what did you learn?

S: That all penguins can live in water.

I: So, we thought before that they could. So were we right, or wrong?

S: Right.

I: Right. So let's put it on the right side.

I: So, our question was could penguins live in water – or, we thought before, they can swim in water. Did we confirm that?

S: Yes

I: Did we see it in the books?

S: Yes

I: OK, B saw it. (moves sticky to confirm chart)

S: Me too!

I: OK, what about this one. We thought before that penguins live at the zoo. Do they live at the zoo?

S: Yes

I: Did anybody see a picture of a penguin in the zoo?

S: I saw

I: Are you sure?

S: I saw them

I: But right now we're going by the books. A said she saw it, so show it to me, and then we'll move it, OK?

I: Penguins live in the snow. That was in our pictures, wasn't it? Have we learned anything about them holding their breath? No, we haven't gotten there yet. A, did you see anything about vibrating? Because we aren't quite sure what that is, so we're trying to find a picture of it. Oh, how about this, do penguins have babies?

S: Yes!

I: Yes, we know that (moves the sticky note to confirm).

I: How about this. They walk slowly out of water. Could you tell that in your book? No, that might be something we need to see in a video. We might need to see a video to confirm that. 1:18:28

I: Can they jump, J – can they jump out of the water?

S: Yes

I: So were we right? They can eat grass? Have we learned that yet?

S: No

I: How about can they eat fish?

S: Yes

I: We confirmed it, they eat fish. They can swim in the ice cold water.

S: Yes

I: I think we can confirm that. Oh, and this one. They live in the Arctic. J talked about it. Where did we talk about they lived.

S: At the north pole.

I: Where did we talk about they lived? An-

S: arctica.

I: We saw them in a book about Antarctica so they might live there, but let's leave that one there and see if they live anywhere else, because I'm not quite convinced.

S: Why do the penguins feed their babies with their mouths?

I: So you have a new question! Why do they feed the babies with their mouths! I don't know but let's add it.

S: Why (inaudible)

I: Say it one more time

S: (inaudible)

I: Why are only the big penguins in the water? Like why aren't the babies in the water?

S: (nods)

I: That's a good question.

S: CAPTION Maybe they can't swim.

I: That's a good thought.

I: Now, these non-fiction books, we were looking at the pictures. But did they teach us a lot about penguins?

S: Yes

I: They did. So sometimes can you learn just by looking at the pictures?

S: Yes

I: You can! Did the graffiti board help you remember your learning?

S: Yes

I: It did. I think so too.

I: Guys, you did so well today. You were such great researchers. You looked at pictures in nonfiction books, you learned so much about penguins, you wrote on your graffiti boards, and then you shared. Great job. Everybody, kiss your brain. Nice job.