

Lesson Transcript

T = Teacher (Apryl Whitman, Meadowfield Elementary School, Columbia, SC) , S = Students

CONNECT/ENGAGE

T: I think we're going to have a great day of learning. I know you guys have been excited about what we've been talking about water. The last time we talked about water pollution, we looked at those nasty, nasty pictures, didn't we.

S: CAPTION: And there was a fish that was dirty.

T: It was dirty, wasn't it? And that's what I wrote on our chart, up there. I wrote our question that we talked about last time, "What is water pollution?". You guys told me it's when the water gets dirty.

S: When people throw trash down they think it's not going to go in the water, but it does go in the water and it might make the fishes die.

T: We learned that from our poster, didn't we. When we put trash on the ground, it doesn't just stay on the ground, it can eventually get into the water, can't it, K?

S: It can fall into the water.

T: It can fall into the water.

S: CAPTION: It can make the animals sick.

T: It can make the animals sick.

T: So I want you guys today through your investigations and your learning with our different resources, I want you guys to find out what makes water dirty or polluted, and then I want you to start thinking, M, how can we stop or prevent that from happening.

T: Let's take a look at our sheet real quick. Everyone take a look at your sheet. You can put it in your lap now. Now as you're trying to look for answers to these questions, you're going to be using different types of resources to find your answers. Yes, different tools, fantastic, different tools.

Now we've seen this before. Who can tell me what they think we're going to do with this funny looking square-shaped thing. (points to QR code).

S: CAPTION: You're gonna put the tablet on it and then the video will pop up.

T: All right, does anyone want to add to what A said?

S: CAPTION: You're going to have to take a picture, and that's scanning the big circle to watch the video.

T: It scans the QR code, and up pops a video. And that's what's going to happen today, whether you're on the I-Pod or the I-Pad, you're going to scan your QR code.

T: Put your finger on these two squares. There's a question above it. If you want to read it with me, you can. (They all read): What are two different ways water gets polluted? Write or draw your answer.

Can you draw your answer? Yes. Can you label your answer? Yes. Can you write words? Yes.

S: You could watch the video more than once because if you still don't have your answer you could keep on watching it to get your answer.

T: Exactly. If you didn't hear an answer the first time, watch it again so you can find your answers.

When you get finished watching the video, if you have a little bit of time before it's time to switch, you can start thinking about, how can we stop that from happening? Flip over on the back. Flip, flip, flip

T: (and kids read): Draw or write new facts or questions you have as you read about water pollution. This is going to be the friends who are looking through books with partners like we've been doing in readers' workshop, finding new facts. So when you find new facts, these are kind of like our sticky

notes, aren't they? Yes.

T: All right, down at the bottom, last one, put your finger on the big rectangle.

What did you learn from the Use Water Wisely website? Touch your nose if you remember talking about that website? Fantastic. Some of you will be on the computer. You'll be exploring that website, and as you explore it, if you learn something new from that website, you may draw or write it in that big rectangle. OK?

T: Everyone's going to have their chance to get on different types of tools and resources. You may not get on everything today, but we have the rest of the week, so you'll be able to get on it the rest of the week, so don't worry about it.

T: So, let's look at our two questions, real quick, eyes on the chart. When we get done, I want you to help me answer these questions. What makes the water dirty or what makes it polluted? And how can we prevent that from happening?

INDEPENDENT AND COLLABORATIVE PRACTICE 1

T: All right, you're in. You're right. You're going to scan, and then a video is going to pop up.

T: (goes to child on computer): Remember we did this yesterday? You can listen to the words by playing that, or, you can go through and explore the different things on there.

S: See, they're wasting water.

T: If those aren't working, use these. Those won't stay in your ears? OK, unplug those and use these.

T: Let's look at the next one. What are they doing there?

S: CAPTION: Putting trash on the grass.

T: Do you see that? They're putting trash on the grass. Do you think that's a good thing?

S: No.

T: Do you think it would get to our water?

S: (nods yes)

T: How do you think it would get to our water?

S: CAPTION: Well it will come down and some of it falls into a river or a lake.

T: So it could flow into a river or lake, do you think so, if it rained enough?

S: (nods)

T: So we have different things that are happening with the earth. Do these look like good things or bad things?

S: bad

T: Bad things. Look at that picture (points to next page). You all talk about that picture and I'll be right back.

T: What do we have going on in here?

S: They're drinking some water

T: They're drinking some water. So let's look. Let's read the heading.

S: (reads) Where does water come from?

T: Good. Where does water come from. We know that, right? Does it show us all the different places water comes from?

S: (reads)

T: So do you think we need to keep looking – to answer the question, what makes the water dirty. So is this section about what makes the water dirty?

S: No.

T: No. So let's keep looking

Oh, let's read that.

S: Oh, I know this one.

T: Uh-oh. I'll be right back. You all read this one and see if this section is about how water gets dirty.

We need to find the section about how water gets dirty.

(Girls reading)

S: Oh, ay ya yaa. Do not look at this picture. I repeat, do not look at this picture.

S: OK, let's just turn the page.

S: CAPTION: Oh, this is the one we want to look at.

S: I know why the water got polluted.

T: OK

S: CAPTION: I know why. Because they made a factory right here. They made a machine and put the machine in the water, so they don't know the kids playing in the water so it will make them sick - and do all of this, right here

T: Do you see, N? Show her

S: Right here. The yellow stuff.

T: So the factory is releasing some yellow stuff right into the water

S: Oh, I know.

T: What do you think it might be?

29:17

S: I think it might be some chemicals.

T: Chemicals? Are chemicals good for the water?

S: No.

T: No, that's not natural, that's not good for us. Are we supposed to be touching chemicals or things like that? No!

S: At least the little boy knew there was a fish in there

T: Oh, what happened to the fish?

S: It died.

T: It died. So if it hurt them, and the fish. Let's read the caption, can you read this?

(in unison) Playing in dirty water might seem like fun until you begin to feel sick. Uh-oh.

S: Look

T: He's getting sick from the dirty water. Did you learn something new from this picture and caption?

S: Yes

T: Yes! let's draw it or write in one of our boxes. 30:09 We learned that this factory was pumping chemicals or dirty stuff into the water. It made people sick, and it killed the fish. So that's one way our water gets dirty is from those factories. Fantastic job learning from the pictures.

31:03 T: Oh, what's happening here?

S: They put dirt in there or oil.

T: What do you think is happening in this picture?

S: It looks polluted?

S: It looks like somebody stuck something in the water and the water is getting dirty and I don't know what it is though.

T: Do you think we can read the caption and it will give us more information? I'll help you guys and we'll read it together. It says, (read together) "Around the British coastline, 331 million tons - that is a lot - of sewage flow into the sea every day." Have you ever heard that word, "sewage" - it's right up here.

S: Yes, a sewage is like - sewage is like a drain.

T: Yes, what's inside that drain, do you know?

S: Dirt and stuff.

T: When we get finished using our water in our house, or school -

S: It goes down back into our drain

T: It goes back into the drain that's called the sewer system, and that's where all the dirty, nasty water goes. So they have sewage water pumping into the ocean. Do you think that's a good thing or a bad thing?

S: Bad

T: What do you think, T?

S: Bad.

T: So is that a new fact that we've learned about how the water gets dirty?

S: Yes.

T: So if you want to draw a picture you can, and you can label it. Let's be sure we include that word, so we can teach our friends about sewage. Sewage is that dirty water that we're done with. I'm going to put the book between you and go check on another group. Watch your boots.

S: Sewage (looking at the book for the word) - "a"

INDEPENDENT/COLLABORATIVE PRACTICE 2

T: What were the ways it was getting dirty? Did you see in the video the ways it was getting dirty? Let's watch it again.

S: They were throwing trash in the water?

T: They were throwing trash in the water? Maybe you want to draw a picture of that or tell me about that in one of these boxes. T: What are you drawing here?

S: CAPTION: I drew some labels and the picture.

T: OK, read them to me.

S: I said, CAPTION: Food can, cup, and banana, but she throws the paper in the water.

T: So she's throwing trash in the water and it makes the water dirty. Did you learn about another way the water gets dirty in the video?

S: Nods yes.

T: If you don't remember, you can watch it again.

S: I know

T: OK, go ahead and get started on the next one.

(Students at I-Pod table watching videos and drawing/writing)

T: What is this? Tell me what that is? What did you draw?

S: CAPTION: First it goes in the water, and then it goes to the factory and then it goes to the house and then we can drink it.

(inaudible – boy talking)

T: Oh.

S: CAPTION: And I'm gonna make the lakes and rivers

T: This one says, How can we stop the water from getting polluted? What were some ways in the video that they stopped the water getting polluted?

S: CAPTION: You can put special chemicals in the water to make it clean.

T: Did you see any ways that they were wasting water?

T: Show me ways they're wasting water on here. Point to it. (child points to screen of website)

T: Oh, what is he doing right there?

S: Wasting water.

T: How's he wasting water?

S: CAPTION: He's not turning the drain off.

T: What about right here. Look at that one. What's happening right there?

S: CAPTION: They left the hose on.

T: Well let's read it. It says "Someone who tells their parents to fix their car's oil leak, so oil doesn't run off the pavement into streams and lakes when it rains." Do you see that stuff right there? Do you remember how we talked about oil and how it can get into the water? So they have an oil leak. But that oil can run down and get into the drains and where would it go?

S: To the (inaudible)

T: To the rivers and the lakes, yes. So that might be a new fact. Maybe we can share that with everyone else – that the oil from your car can leak and get into the rivers. Do you think maybe we can put that on our paper so we can show other people?

S: (nods yes)

T: Yes. Go ahead and put that on your paper.

T: What have you drawn?

S: CAPTION: How can we drink the rain if it comes from the ocean?

T: That's a very good question that you can ask when we come to the carpet. Maybe our friends can help us. What does that say?

S: CAPTION: Do animals pollute the water that we drink?

T: Oh. Why did you have that question?

S: Cause it says, CAPTION: "the water we drink has been around since the time of the dinosaurs."

T: Did S. hear that? Let's read that to S. S, listen to this fact.

S: (reads it again).

T: That is a long time for water to be around. I wonder what that means? Does that mean that the same water we had a long time ago we still have today, we just keep using it over and over again?

S: Yes

T: Yes. So do you think that might be why it's important to keep it clean? Because people in the future, and animals in the future, they have to use it too, don't they? That's an awesome fact. Did you write it down there? Oh, you wrote the caption. maybe we can tell our friends that since we only have that little bit of water, it's very precious, like it said right here; it's very special. So we have to take care of it, don't we.

T: S, did you write this question too?

S: (nods no)

T: Yes, you did. Do animals pollute the water. How could animals pollute the water? What could they do to pollute the water?

S: CAPTION: Tinkle in it.

T: They can use the bathroom in it, yes. I know that's kind of silly, kind of nasty. When you walk your dog, what does he do sometimes?

S: He poops.

T: He poops. Every animal poops, we can say that word, they poop. Now, would you want dog poop in your drinking water?

S: No.

T: No. So what should we do with dog poop?

S: Maybe—

S: Clean it up.

T: Clean it up. Right.

T: So maybe since you kind of answered your question, didn't you, maybe we could write your answer beside it. We could write, "Maybe their poop makes the water dirty." Alright? I know that's kind of funny, but write that down. Write it next to your question since we answered it. You can write on this side. And that's something I want you guys to share with the group because that's something we haven't talked about yet. (To other child): Maybe write it over here and draw a line like this, and then write what you think the answer is over here. Because sometimes we answer our questions as we go about it.

T: What did you write?

S: (reads what he wrote): When you throw –

T: trash

S: trash in the water you are a water waster.

T: Oh, what is a water waster?

S: CAPTION: They waste the water.

T: They're wasting the water by making it dirty, aren't they. So how can we stop that from happening?

S: We could pick up the trash.

T: We could go out and pick it up. What are some other ways we could stop it from even happening before that?

S: CAPTION: Don't throw it.

T: But what if people don't know that? Do you think everybody knows that?

S: CAPTION: They should put a sign.

T: They should put a sign? What kind of sign should they put?

S: CAPTION: Don't throw trash in the water.

T: Oh, so maybe we could make a sign. So on this part, it says, how can we stop the water from getting polluted. Maybe you should put what you just told me, maybe we should make a sign telling people don't litter.

SHARING

T: I would love for you to share your new learning, because that's how we also learn new things, when other people share their learning with us.

T: Just like we would in readers or writers workshop, we're going to turn in just a second to the person beside us, and sit face to face, and share with them one new thing that we learned from our research today.

(Kids turning and talking)

S: (inaudible)

T: We need to help the future, don't we? Oh, that's a great idea. We do need to help the future and make sure that they have water.

T: Now, I heard some fantastic new facts. I also heard people already brainstorming ways that we can stop the water from getting polluted. 56:50

T: T and M learned about a new way that water gets dirty, that C mentioned something about last week. So I really want you to listen to this. This is an awesome new fact. Can you share this fact with everyone please? (points to clipboard of child next to teacher).

S: Dirt gets in the water

T: From what – what was that big word that we learned about – do you remember?

S: (shakes head no)

T: (whispers) sewage

S: Sewage.

T: Sewage gets in the water. What is sewage, M? Let M talk.

S: Sewage is the drain, what gets water in the sewage goes inside the drain.

T: So there's sewage inside the drain. Is that sewage good water or bad water?

S: (unison) bad.

T: It's the water that we're done with.

Remember you asked, where does the water go from our houses when we're done with it?

S: Yes

T: That dirty water that we've used is called sewage. Say that word with me.

S: (unison) Sewage.

T: And it has all kinds of nasty things in it. Some factories, some places pump that sewage into the rivers. Does that sound like it's a good thing?

S: No

T: You asked why. I know, why? Touch your nose if you saw pictures of pipes dumping sewage into the rivers or ocean. Touch your nose if you saw that in your research today. 59:04 Yes, some of you saw pipes dumping nasty water – B, would you like to add to that?

S: CAPTION: In my video, I saw a boy ready to go swimming and all the sewage water came into the lake and he didn't know it was sewer water and then he jumped in it.

T: That's nasty.

S: Somebody pushed him in it.

T: Someone pushed him in that nasty water. It was coming from a pipe. So do you think that pipe needs to go into the water?

S: (unison) No!

T: It needs to go somewhere else, doesn't it. S, you and N saw something very interesting about a different way water gets polluted from the factory. Can you tell everybody about the factory?

Everybody listen to S and N. This is a really cool fact.

S: CAPTION We saw a picture of people in a factory by a pool.

S: CAPTION: And there was a pipe spilling stuff into it and the fish died.

T: Eew. Not good. So S and N learned new facts from a picture

T: Can you show the picture real quick? N, get up and walk around and show the picture, real fast – not that fast! Slow down, like I do, so everyone can see the picture. We might put a sticky note on that page so everyone can see it when they come to that station

T: Chad started thinking about the next step, and he wrote it down. And E was starting to think about the next step. E said, what did you write at the bottom of your paper, say it nice and loud, E. We need to do what?

S: CAPTION: We need to help the future.

T: Did you all hear that? Say that again, E, I don't think they all heard it.

S: We need to help the future.

T: We need to help the future. We need to make sure they have clean water, don't we, E? Because C and S learned that that same water that we're drinking now, how long has it been around?

S: I learned a new fact. (reads) CAPTION: The water we drink today has been around since the time of the dinosaurs.

T: The same water. And the same water is going to be around for the future so we need to make sure it's clean. So Chad, what's one thing we can do to make sure they have clean water? Let's listen to Chad, nice and loud.

S: Make a sign

T: We can make a sign. And what can go on that sign?

S: Don't throw trash in the water.

T: So we need to help the future by teaching them – cause that water's going to be around forever. Now, I want you guys to keep these thoughts in your heads, because when we start writer's workshop today, we're going to start brainstorming or thinking of some different ways that we can show other people what they need to do. Tomorrow, we're also going to continue a little bit more research in different stations that you didn't go to. I want you to kiss your brain if you learned a new fact today.

S: Ms. Whitman, C and E just stretched it out together.

T: They did, they stretched that idea and thought it out together.