

Lesson Transcript

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

CONNECT/ENGAGE

I: Good morning. I'm so excited to keep doing our research on penguins. Today we're going to work on our Fact Tree, but before we start, I want us to go over our RAN chart, and see if we can remember those questions we had.

I: Christian?

S: Are we gonna do our (inaudible)

I: We're gonna work on it today. Is that good? OK

So, remember, last time we left off this chart, here's some things we were thinking we knew about penguins, so when we do our research today, listen out, keep your eyes open, see if we were right about those things, are they confirmations. Or if we were wrong. Is it OK if we were wrong?

S: Yeah

I: Yes. We'll see if they're misconceptions. OK. (points to chart). So we think we know that penguins can hold their breath a long time, they can't hold their breath out of water, they live at the zoo, they walk slow out of the water, they live at the Arctic, they dibrate – we're still trying to figure out what that is, so A, if you find it, let us know, and they eat grass. So that's what we were thinking.

I: All right, really listen to these questions, because these questions are what are driving our research, K. Think about finding the answers to these questions. Do they like cold water or warm water, why do they have yellow beaks, why do they grow stripes, do they turn gold, why do they have eggs, do they live in the cold, where do they live, why do they slide on their bellies, do they have arms, are they at the zoo, how do they understand each other, why are only the big penguins in the water, do they fly, why is the baby in the middle – remember there were the group of penguins and the baby in the middle – why does the baby have fur, why do they feed the babies with their mouths. So those were some of our questions. So when we're doing our Fact Tree research today, really listen for answers to those questions. And see if we can find anything to either confirm these thoughts, or say they were misconceptions. OK? So let's turn quickly and face the red chair, nice job, sit criss-cross hands in your lap.

I'm so excited about doing Fact Tree today. I know you love Fact Tree too. Fact Tree is a time when we take what kind of books – fiction or nonfiction?

S: (some say fiction, some nonfiction)

I: What's that?

(All together): Nonfiction.

I: And we use it to do our research. Why do we use nonfiction books when we do fact tree? H?

S: CAPTION: Because they help us learn.

I: How?

S: By the words

I: The words can help us learn. How else?

S: In the book, they have real pictures

I: Yes, they have real pictures, and we talked about that when we did graffiti boards, didn't we, the real pictures can help us learn. J?

S: They have a table of contents.
 I: Why will that help us learn.
 S: It tells us what's in the book.
 I: You're right, it does. K?
 S: Bold words
 I: And why do bold words help us learn?
 S: (inaudible)
 I: And that's a word that who wants us to notice?
 S: (all) The author
 I: The author! And I loved how when we did graffiti boards, H noticed a bold word, and it was that word, "predator," – remember. And then we talked about what predators were for penguins. K?
 S: They have headings
 I: They do, and why is that important?
 S: They tell us (inaudible)
 I: They tell us about the words on the
 S: page
 I: On the page, right. One more, B.
 S: CAPTION: It has labels.
 I: And why do labels help us learn, B?
 S: CAPTION: Because so we know what parts there are
 I: Yes, what parts there are of the picture. Right. So today, when we go to Fact Tree, we're going to look at the pictures and the words to help us learn about penguins.

MODEL

I: Now I'm going to start first, and I'm going to show you how we do it, OK? OK, so we've looked at this book before, but last time we looked at it, did we look at the words or the pictures?

S: Pictures.

I: We looked at the pictures. So today I want us to focus more on the words. And if you get to books when you go to Fact Tree and the words might be a little too hard, that's OK, just look at the pictures. But if there's a grown-up at your table, we can help you with the words. So let's read and we're going to listen for facts, and facts are real things and not made up, and not something we just think, it's real. OK, "My Life in the Wild." Penguins. So all eyes on me, all hands in your laps. I am an Emperor Penguin. I'm chubby and tall with short, stubby wings. My home is Antarctica, a land of ice and snow.

I: (continues) I cannot fly, but I can dive and swim. Let me tell you my story." Oh, when I read that, I heard lots of facts. One fact I heard that goes with our chart, we asked where penguins live. Did it say on this page where they live? Who heard it? J, where do they live?

S: Antarctica

I: Right, my home is Antarctica, a land of ice and snow.

So what could I put on my sticky note? I'm going to put "Antarctica" because it's here in the book, and this book is nonfiction, so it must be –

S: real.

I: Real. Now, since I'm looking at the words, I can use these words to help me write "Antarctica." Antarctica. I'm going to write it on my chart. (writes) And I can always draw a picture to remind me that penguins live in –

S: (variations)

I: Where? ANTArctica. Say it.

S: Antarctica.

I: Antarctica. So let's keep reading, and next time I'm going to let you turn and talk, and talk about the facts you've heard.

GUIDED PRACTICE 1

I: On your paper, you'd write it on this first sticky note. (shows). "My life begins inside of an egg. Mom catches me on her feet, slowly, carefully, dances me over to my Dad's feet. If she drops me on the ice, I will freeze." All right, I want you to turn and talk

I: (continues) wait til I put my hand down, about a fact that you heard that we could add to our sticky note. Ready (puts hand down, and children turn).

(Children talking)

I: Now, you said, I think they live in Antarctica. Since you said, "I think," that's more like an interpretation, what you're thinking, like an inference. So I want you to think more like, facts, something I read, something real. What did you hear, A?

S: CAPTION: I think if the egg drops it's gonna freeze.

I: See, you said it, that's true, because it said in the book, if they drop the egg, it will –

S: freeze.

I: That's a fact. It's good to think things, but right now let's work on figuring out facts.

I: 1,2,3, Now, I heard, A, - A, tell me what you said.

S: I said if the Mama drops the egg it will freeze.

I: Right, the Mama and Daddy have to be real careful with the egg

I: (continues) if they drop it, it will freeze. It says that in the book, (reads), it says, "If she drops me, I will freeze." So that is a – fact – if she drops the egg, or the Daddy drops the egg, the egg will what?

S: Freeze.

I: So A, that's a good fact for us to put on our –

S: chart

I: Chart. They have to be careful, they can't drop the egg, or it will –

S: freeze

I: Freeze. So we can just write, "It will freeze if they drop it." And what is it, the what? The egg. Now this is really important, listen. I heard a lot of great wonderings. I'm wondering – J, what were you wondering –

S: I was wondering why the mama is scooting the egg to the Daddy.

I: Yes, I wonder why the mama gives the egg to the Daddy. That's such a wonderful thing to wonder.

And I heard a lot of people say, "I think they live in Antarctica because they want to stay warm or something" and those are great things that we can add to our chart. But do you understand the difference, saying what you wonder and what you think, that's different from telling what? Facts. So for right now let's see if we can focus on facts. But if you come up with some wonderings, that's good to remember, but let's see if we can focus on facts. Like I said if she drops the egg on the ice, it will freeze. So is that a fact? Yes. OK, let's try again.

GUIDED PRACTICE 2

I: (reads) "Mom has left on the long trek to her favorite feeding ground in the sea. Dad looks after me while she's away. I perch in my egg on top of his feet, protected by his warm body." "The days are growing shorter and colder. Dad huddles together with a group of other fathers, turning their backs to the icy wind. They take turns standing in the middle. It is much, much warmer there." SO think about facts that I've read, real things that I've read in this book. Now I want you to turn and talk

I (continues) and see if we can focus on facts this time, because remember we want to put facts on our Fact Tree. OK, turn and talk about facts you learned about penguins. (they T&T)

I: (with kids) What's a fact you heard?

S: CAPTION: Maybe somebody's coming to kill them.

I: OK, tell me something you learned that was real in the book. I think somebody's gonna kill him,

that's like an inference, something you think's gonna happen. So what's something we read that was a fact about penguins, something real that we read. (opens book) Remember and then the penguins huddle together to stay warm. So what's a fact that you heard?

S (inaudible)

I: What about this (points to huddle) Was there a fact about why they are all stand like this?

S: CAPTION: To keep warm

I: Yes, do you see, that's a fact, "They huddle together with their backs to the wind to keep warm." That's a fact.

S: CAPTION: Why do the cold wind blows there?

I: And that's a good question, isn't it. But do you see how what J said, they huddle together to keep warm, is a fact. But what you said is a question. See the difference?

I: I said they huddle together to stay –

S: warm.

I: So what's the fact? Why do they huddle together?

S: CAPTION: To stay warm.

I: Yes. OK, 1,2,3 That time was a little bit better. I heard a lot more people sharing facts. J, what's a fact that you heard?

S: I heard that they huddle together to keep warm.

I: They do.

I: (continues) They huddle together to stay warm. So that's a fact that we can add to our

S: chart.

I: Chart. Ready? I'm gonna draw lots of penguins (draws)

I: (still drawing) They huddle together to stay (writes "warm")

I: H?

S: Why do the cold wind blow on them?

I: Yes, and I love that you said that, because remember, J said, they huddle together to stay warm, and that's a – fact. And then H said, well why does the cold wind blow in Antarctica? And that's a question. Hear the difference? Alright, let's keep going.

TRANSITION TO INDEPENDENT PRACTICE

I: All right. Now, it's great, whenever I'm reading, you all are wondering, you're thinking, you're asking questions – is that something that good researchers do?

S: Yes

I: Always. So if you're looking at your Fact Tree and you have a question, a wondering, that's great! You can put it on your sticky note. But let's see if we can focus on facts, on real things we're learning about penguins. OK?

So I need some people to come add our facts to our tree. Who can tell me what this first sticky note told us.

I: A?

S: That they live in Africa.

I: Well, that's close. It's not Africa, what did we call it? Antarctica. That's a big word. OK, A, come and put it on our tree. Not Africa, they live in –

S: Antarctica.

I: I want you to go stick it on our tree. (Child goes and puts it on. Ms. M. helps.) What was our second sticky note?

S: (inaudible)

I: Yep, they have to be careful because if they don't, they will freeze. This is important, because I want to make sure that the stuff that we put on the fact tree, are facts we can actually tell.

I: Who else – N, what was this one?

S: CAPTION: They huddle to stay warm.

I: They huddle together to stay warm. Very good. (child takes sticky note to the tree).

I: H

S: CAPTION: The baby's gonna eat out the mama's mouth.

I: They eat fish right out of mom and dad's mouths. You're right. (Gives him sticky note to post.) Oh, I love how those sticky notes look on that fact tree.

What starts with a z like your name? Freeze has a z.

OK, eyes on me so we know what to do when we go to our tables.

I: When you go to your tables, there's lots of penguin books for you to look at. I want you to take the books, look at the pictures and the words, and see if you can find some facts. When you find the facts, put them on your sticky notes. If you just find one fact, is that OK?

S: yes

I: If you find 4 is that OK?

S: yes

I: If you need more sticky notes, can I give you some more?

S: yes

I: Yes. Just let me know, OK. So you're going to go to your tables and look through your books and find some facts to put on your sticky notes, and then we'll come to the carpet to share for our Fact Tree.

Any questions about what we're going to do? H?

S: CAPTION: Why are penguins different colors?

I: That's a good question about penguins but do you have any questions about what the Fact Tree? M?

S: CAPTION: We're supposed to push the things we think hard

I: Yes, push your thinking hard! You're right.

INDEPENDENT PRACTICE 1

(A few seconds of kids getting organized).

I: Oh, A, you're already putting down some facts.

S: I'm drawing an egg.

I: So wait a minute, what's the fact that you're going to put on your sticky note? What about the eggs?

S: I think they have-

I: So what do you know about penguins from that egg?

S: CAPTION: They hatch out

I: Yes, so penguins hatch from --you just said it

S: Eggs

I: Good. (turns to other child)

I: So what are you putting on your sticky note?

S: I'm drawing a penguin having an egg, cause that's what I'm learning about.

I: OK, but wait, is that in your book? Let's be sure we see it in the book.

S: Here it is.

I: So what's a fact you're learning from this picture.

S: That penguins have eggs.

I: Alright. So you can put that. Let's see what this says. "A newborn penguin chick looks like this. Oh, did you know that's what a newborn was called? A what?

S: A chick.

I: I didn't know that.

S: Sometimes they have different fur when they start out as babies.

I: Well listen, can I read this to you? (child nods). "The eggs are ready to hatch after one or two months. Oh my goodness, did you know that mean that the daddy has to sit with the egg on his feet for two months? That's a long time. Chicks break through the eggshells with their sharp little beaks, chip, chip. This is called pipping. Did you know that?

S: CAPTION: That's a bold word.

I: That's a bold word. Pipping.

S: Can I write that?

I: Sure. So what's it called when the chick breaks out of the egg?

S: Pipping.

I: I guess you'd say pipping. That's a good fact, A, that when the chick breaks out of the egg it has a name. What's it called?

S: Pipping.

I: That's a great fact. Can you write that and share that on our tree? And what's the baby penguin called?

S: Chick.

I: A chick. That's another good fact. I didn't know that. I'll come back and check on you in a minute and see if we've gotten it written. 30:12

(turns to next child) J, what are you thinking?

S: This is a seal.

I: So what do we know about that?

S: CAPTION: The seal is trying to eat them.

I: Why?

S: CAPTION: Cause he's hungry.

I: He's a what - pp- do you remember what that word is? (waits) Predator. But listen, that's a great fact to put on your sticky note - that seals eat - is that a seal? - that seals eat---What do they eat (points to picture)

S: Penguins.

I: So why don't you put that on a sticky note.

S: Where are they?

I: Right there. (child goes to get sticky notes). A, I'm excited about you sharing these new facts. Don't forget to write that a baby penguin is called a chick. Remember? See if you can find that page. 31:11

S: Here it is. Which one's chick? Chick. I'm gonna draw a chick. 31:24

S: (other child) How do you draw a seal?

I: It's in the book, look at the picture. Right there.

S: CAPTION: So he's gonna be upside down?

I: You can draw him however you want to draw him. What's your fact? Tell me again.

S: Seal is trying to eat the penguin.

I: Seals do what, they

S: They're hungry.

I: They're hungry and what do they eat?

S: Fish

I: The seals eat what?

S: CAPTION: Penguins!

I: Yes, Ok. Work on that.

INDEPENDENT PRACTICE 2

I: What are you putting, N? (child doesn't respond). Natalie. Natalie. (child looks up.) What are you writing? (child starts writing again). What was your fact?

S: CAPTION: Penguins live in Antarctica.

I: OK

S: (looking at second sticky note). CAPTION: The egg doesn't touch the freezing ice.

I: The egg does not touch the freezing ice. That's a good fact. Nice job, N.

I: Tell me about the rest of your sticky notes.

S: CAPTION: I drew this picture – a penguin swimming in water.

I: Penguins swim in the water, don't they. What else?

S: CAPTION: And I learned about that.

I: What did you learn from that?

S: CAPTION: The Daddy penguins feed the baby penguins squishy fish.

I: Good job. Anything else? Is that what you wrote on here? What's this?

S: CAPTION: The penguins are huddling together.

I: Why?

S: CAPTION: So they can stay warm.

I: So you could add that to our tree, plus you could add this – that we learned what – who sits on the egg sometimes?

S: The mama.

I: They take turns. Can you add some words or some labels to these sticky notes so you'll remember?

I: Ok, what did you write?

S: I drew the picture when a jet comes searching for penguins.

I: Oh, is this what this is? It says, "Suddenly they hear a terrible whirling noise. Helicopters! They panic and leave their eggs unguarded. Oh my gracious, that's what all those dots are, aren't they? What are they?"

S: Their eggs.

I: Oh! So the penguins got so scared that they left their-

S: eggs.

I: That's kind of sad, isn't it. Tell me about the rest of your facts.

S: This one is when the mama gives the egg to the Daddy.

I: OK, that was in your book?

S: This is when the Daddy feeds the baby.

I: OK

S: This is when the seal comes and the penguins went out (inaudible)

I: Those are all great facts. Oh and I love, my gracious, I love how you did that arrow – she’s passing the egg to the Dad, and I see the arrow how he’s feeding the fish, and the seals – we know they must be scared of helicopters, mustn’t they? I love how you did these sticky notes. Great work. Those are all facts too.

S: CAPTION: I drew an egg.

I: Why?

S: Because Ms. McDonald told me to.

I: No she didn’t. Why did you draw an egg?

S: (looks in book)

I: Why did she tell you to draw an egg?

S: I don’t know.

I: Yes you do. Why did you draw an egg?

S: It was right there.

I: Why did you put it on your sticky note?

S: (shrugs shoulders)

I: Why do you think you put an egg?

S: CAPTION: Cause I was looking for a fact in the book.

I: So why is that in your book about an egg?

S: (shrugs shoulders)

I: Why do you think they have an egg in that picture?

S: Because – it’s right there.

I: Why?

S: CAPTION: It’s in the warm skin.

I: Why?

S: CAPTION: Because it needs to be there.

I: Why?

S: A fact n the book.

I: Why does it need to be there though? Why does the egg need to be in the warm skin?

S: CAPTION: So it will be protected.

I: Absolutely. So you know why you put an egg. Because penguins come from eggs and they have to be in the warm skin so they’ll stay –

S: Protected.

I: So you knew all that! Don’t say Ms. McDonald told you to put it. You knew it.

S: Yeah.

I: OK

I: What’s this ? (With B. - points to sticky note drawing) It says “chicks” Why did you write “chicks” on your note?

S: CAPTION: Cause there’s a picture of chicks

I: And baby penguins must be called –

S: CAPTION: Chicks

I: Great job, B. Will you make sure you share that on our Fact Tree?

S: (nods yes)

I: Good.

SHARE 1

I: Boys and girls, go ahead and finish the sticky note that you’re on, close your books, put your pencils and crayons up, and bring them to the carpet to share.

50:22 (kids are coming to the rug) I: Great job, A, ... I love how they're sitting criss-cross applesauce with their clipboards in their laps. Now, before we share and put sticky notes on our Fact Tree, I want to give you a chance to share with your neighbor some facts that you learned about penguins from that research. So I want you to only talk about what you put on your sticky notes. (raises hand as T&T signal). Turn and talk about what you put on your sticky notes.

51:26 (with kids on rug)

S: CAPTION: Don't you all know a baby penguin is called a chick?

I: Good job. I love that one. Share that one. Do you remember that one?

S: (shakes head no).

I: I love that one (first one read). Will you share that for our Fact Tree? I really want you to.

S: What does it say again?

I: Piping. Pipping – I don't know. What's it called when they pop out of the egg?

S: Piping

I: OK. Can you share those two for our Fact Tree? OK, keep going.

I: J, what was this one?

S: (can't quite come up with it)

I: Think about it, you put it on your sticky note.

I: K, do you remember what you put – What?

S: CAPTION: Uh, I forgot.

I: Think about it.

S: CAPTION: The parents take turns sitting on the egg.

I: Will you make sure you share that for our Fact Tree. What did you learn (to another child)?

S: CAPTION: learned that the Daddy, the Mama and the Daddy penguin take turns sitting on the egg.

I: B, what did you learn?

S: CAPTION: The baby penguins are called chicks.

I: Excellent.

SHARE 2

I: Now, I'm going to call some friends to share their facts and come stick them on our tree. A, will you go first and share some of your facts with us?

S: CAPTION: I learned that when they come out of the eggs they use their beaks and they're called piping.

I: Did you hear that? That was in the book. When they use their beaks it has a name. What's it called?

S: Piping.

I: I didn't know that. Come put it on our tree. (child puts on tree.) Nice job.

S: And my other one is when they come out of the egg, they're called chicks.

I: When they come out of the egg, they're called chicks. Nice job.

I: B, share one of yours.

S: When they first come out of the egg, they're called chicks.

I: Is that a fact? Absolutely. OK, put it on our tree, B. 56:43

I: J, you want to share one of yours?

S: This is when the mama penguin gives the egg to the daddy penguin.

I: A?

S: CAPTION: I pictured how they're huddled together.

I: Why?

S: CAPTION: So they can stay warm.

I: And guys, I love how A put some great labels on her facts.

I: A
S: CAPTION: I drew how the baby hatched out the egg.
I: Yes, what's it called when it comes out of the egg?
S: --
I: What's that word you said? Hatched. Good. 58:18 I thought only chickens hatched. I didn't know penguins hatched. 58:23
I: Let's do one more. A. I wish we had time for everybody.
S: I learned that the Daddy penguin sits on the egg and the penguins huddle together to keep warm.
I: All right. Here's what I want you to do.

I: H?
S: I learned that the penguins sometimes have different (inaudible)
I: Yes, come put it on the tree quick. H?
S: CAPTION: Penguins cannot fly.
I: Hmm?
S: Penguins cannot fly.
I: Say it again.
S: Penguins cannot fly.
I: They can't fly. Come put it on our tree. Good!
S: CAPTION: Ms. DuBose, I want to try one.
I: OK, you want to try one?
S: CAPTION: The mama lays the egg.
I: The mama penguin lays the egg. It's so basic but nobody's said that. Good. You all are getting warmed up now. J?
S: Some penguins (inaudible)
I: OK, c'mon. D?
S: CAPTION: I - I - I had - I had - This is a Macaroni penguin having an egg.
I: D found this penguin called a Macaroni penguin, and D, I'm going to trust you, come put it on the tree, we'll have to find it.
OK, after D sticks hers, let's go back to our chart.

CLOSURE

I: Let's see, can we say any of this is real, true, confirmation or misconception. Let's see. Have we read anything about them holding their breath?
S: No
I: No, we haven't found out about that yet. They live at the zoo. Have we read anything about them being at the zoo yet?
S: No.
I: We do know they live where? In Antarctica. But we need to figure out about these penguins at the zoo.

I: What about this, they can eat grass.
S: No.
I: No, what do they eat?
S: (unison) Fish
I: So we thought at first they could eat grass, were we right or wrong?
S: (unison) Wrong
I: Is that OK?
S: yes
I: Yes. Doesn't really matter who said it. So that's a misconception. They don't eat grass, they eat what?
S: Fish

<p>I: Let's see if we can answer any of our questions.</p> <p>S: I know they eat fish.</p> <p>I: We do know they eat fish. That's why we put this one over here, in our misconceptions, because they don't eat grass, they eat –</p> <p>S: Fish.</p> <p>I: All right, (pointing to questions)</p>
<p>I: Do they have stripes or not? Do we know?</p> <p>S: No.</p>
<p>I: What do you think, Z?</p> <p>S: No</p> <p>I: None of them?</p> <p>S: I found a picture of it.</p> <p>I: You found a picture of a penguin with stripes?</p> <p>S: Yes</p> <p>I: So can they have stripes?</p> <p>S: (unison) Yes</p>
<p>I: Sometimes. Yes. Go put this on our new learning, because we know that sometimes they can have stripes.</p>
<p>I: Why do they have eggs? Do we know that yet? Z, why?</p> <p>S: Because I saw a book about it.</p> <p>I: Tell me, why do they have eggs?</p> <p>S: CAPTION: So the mama could lay eggs for so the chicks could hatch.</p>
<p>I: They have to lay eggs so the chicks can hatch. Great job, Z. (hands him the sticky note to put on the tree.)</p> <p>Why do they live in the cold? Do we know that yet?</p> <p>S: No.</p> <p>I: Where do they live? J</p> <p>S: Antarctica.</p> <p>I: Antarctica. So let's put that in our new learning. We know the answer to that one.</p> <p>I: Why do they slide on their bellies? Do we know that answer yet?</p> <p>S: No.</p> <p>I: Do they have arms?</p> <p>S: (some yes, some no)</p> <p>I: What do they have?</p> <p>S: Flippers.</p> <p>I: Well, that's interesting, because we watched a video yesterday and they called them what?</p> <p>S: Flippers.</p> <p>I: Flippers. But we've also heard them be called –</p> <p>S: Wings.</p> <p>I: Wings. But do they have arms?</p> <p>S: NO!</p>
<p>I: Do we know why they feed the babies with their mouths? Why?</p> <p>S: CAPTION: Because the babies be small and when the big parents eat the fish then they feed it to them.</p>
<p>I: Right. And we know that because the babies are small and they can't eat – what – they can't eat the big stuff.</p>

I: I think that is good for today. You all have learned so much about penguins. So what we're going to do, we're going to add these terms to our new learning too, what A found out about the piping, and we want to make sure we add that baby penguins are called chicks.

I: So, we're going to start researching our own animals soon, and when we do, Fact Tree can help us do that. Remember, when we do Fact Tree, we're looking for what?

S: Non fiction books

I: Nonfiction books, and we're looking for – facts. Facts! Say it, J

S: Facts.

I: We're looking for real things about what we're learning. You all did great with this. Give yourselves a big pat on the back.