

Lesson Transcript

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

CONNECT/ENGAGE

I: OK guys, today we're going to start something super exciting. We're going to start our own research with our own animals. We finished up penguins, so now you're going to get to be researchers with animals that you've picked.

I: And I think that's exciting, don't you? I cannot wait to find out what you learn about your animals. Now remember, we've already done some charts with our animals, where we talked about what we think we know about them, and what we're wondering about them. So just like you did with your penguins, when you go to your stations, I want you to use those thoughts to drive your research. Think about what you think you know about these animals, what you wonder, and see if you can find out anything when you got to your research stations. OK? (some kids nod yes)

I: Today, I'm going to ask the turtles to stay with me on the carpet, and we're going to work together on your chart. Everybody else is already ready to go to their station and start researching their animals. So, if you are a chicken, I'd like for you to go ahead and go to your station and use Sketch to Stretch to research your animal, so chickens, go ahead and go.

(kids going to station)

S: I don't know how to draw a monkey.

I: That's why we look in the – what?

S: Books.

I: Horses, you can go to your station. You're going to use sketch to stretch to learn about horses too.

I: Monkeys – oh, monkeys have already gone. Spiders, you can go to graffiti board, I-pads, you may go, dogs, you all can go to buddy reading, frogs to journal. Turtles, come on up.

GUIDED PRACTICE

I: OK are you ready? I want you to think about what you think you know about turtles and what you're wondering about turtles, so we can add it to your chart. What do you think you know about turtles?

S: CAPTION: We know sometimes they're little and some are big.

I: OK, some are little (writes)

(I. puts on turtles chart). B, what do you think you know?

S: Titus is a mom.

I: What?

S: CAPTION: Titus is a mom.

I: Who's Titus?

S: A turtle

I: Oh, you think turtles are moms. OK. (writes)

C, what are you thinking?

S: CAPTION: Some turtles live in _____. Some turtles lay down in the grass.

I: Oh yeah?

S: Yes they lay down in the grass. I saw one.

I: So you have some experience with turtles too, don't you.

(I puts sticky note on chart). B, who's Titus? Is that a turtle. OK, what are we wondering about turtles?

S: CAPTION: I'm wondering about turtles – like, do they have eggs?

I: Do they have eggs, good question. Can you reach it, for the wonder?

S: (puts up sticky note on chart).

I: Yes, that's fine.

S: Do they eat grass?

I: Do they eat grass?

S: Sometimes they do.

I: We'll have to find that out, won't we.

S: Yes, we have to find that out soon.

I: What are you wondering, B?

S: CAPTION: Turtles walk slow.

I: What are you wondering, though. Do all turtles walk slow. Is that what you're wondering?

S: (nods no) (inaudible)

I: Do they eat potatoes. Or we could say, what do they eat.

I: Are you guys ready to use Fact Tree to see if we can find answers to any of these questions? Go ahead and get your clipboards and your pencils.

S: (at journal station): Ms. DuBose, look at this!

I: Good, put it in your journal.

(kids getting settled with books at carpet)

INDEPENDENT PRACTICE 1: SKETCH TO STRETCH STATIONS

T: Oo, what are you all finding out about chickens? What's this? What's it look like? So what does it eat? Have you found that yet? Not yet. But why did you draw something if you haven't found it yet? This is what does it eat.

What's that?

S: An egg.

I: Does it eat eggs?

S: (nods yes)

I: You found that in a book? Let me see.

S: That one right there.

I: Let me see. Where did you see that they eat eggs? Oh, are you talking about this? Well let's see what those are. I don't think those are eggs. They kind of look like pieces of corn maybe. I don't think they're eggs. So let's not say that chickens eat eggs. Let's keep looking for what they eat.

I: here, I'll just give you a new sticky.

I: (to other child) Oh, so you've found something out already – there are lots of different types of chickens.

I: All right, let's look for what it eats.

S: (points) Here it is.

I: Oh! That's it. This says it's called "feed." It says, "The chicks stay near the hen. They eat feed. So what's one thing that they can eat?"

S: Feed.

I: I don't know what that is, but it's something they eat. Why don't you put that on the sticky note.

I: J, can you tell me real quick what this is, what it looks like.

S: It has a red face and a brown body. (close up of child's paper)

I: So we see they all have those red faces - well, that one doesn't, but most of them have red faces and brown bodies. 10:36

I: You learning about horses? What did you learn?

S: CAPTION: I learned that they live in a barn.

I: Oh, in a barn. Good.

S: And they eat hay. And they run.

I: And they like to run. And what was this one? What they look like. Tell me about what they look like.

S: The baby go under her mommy.

I: Where?

S: (shows in book)

I: Oh.

I: What did you learn, A?

S: They eat hay.

I: So you saw a picture of a horse eating hay? What book was it in? This one? Show me.

S: (finds in book)

I: Oh, it says that horses who live with people, eat grass and hay.

I: So, what else? They live where?

S: In a barn.

I: Write it.

S: (other student at table)There's a barn right there.

I: Oh, can A borrow that. He found a good picture and the word "barn." (Child looks and writes)

I: Good, A. And what's your fun fact?

S: That you can ride a horse.

I: Write that.

S: (writes)

I: That's perfect, A. You can ride them! What did you learn about how they look?

S: CAPTION: They look kind of like a zebra.

I: They do look like a zebra, don't they? Write that. How? How do they look like a zebra?

S: (hesitates)

I: Like, their color, or how their body looks?

S: Their body.

I: They do. I like that. Their bodies look like zebras.

I: Good job. Read it. Read it, A.

S: CAPTION: Bodies look like zebras.

I: Good job. Make sure you write your name on that.

INDEPENDENT PRACTICE 2: GRAFFITI BOARD STATION

(Children working at tables, talking, sharing what they find with each other) (inaudible):

I: Oh, your graffiti board is beautiful. I love those spider webs. What's this?

S: (shows in book)

I: Do you know what that is? Oh, and you're pointing to the same thing. Do you know what that's called?

S: (shakes head no)

I: Do you see a label? (points to label). It's called an egg sac. It says, "A mother spider lays her eggs and encloses them" – that means she wraps them up – "in a strong, silk egg sac." So after the spider lays its eggs, what does it wrap them up in?

S: Silk

I: The silk – what's it called, though. A silk what? Egg sac. And X, you have the same thing. They crawl out of an egg sac. So where do the baby eggs go?

S: In an egg sac.

I: In an egg sac. That's interesting. Can you write egg sac? Where did you draw it? Write it. Egg sac. (kids start to write).

S: How do you spell "spider"?

I: Oh, yours is called, "All about arachnids." I wonder why it says "Arachnids."

S: Maybe that's what spiders are called.

I: Think so? Did you hear what she said? Your title is "All About Arachnids." Did you hear what she

said? Spiders must be called what?

S: Arachnids.

I: Say "arachnids."

S: Arachnids. That's smart. You should write that on your graffiti board. 34:13

I: That's interesting. I've always thought it was interesting that they spend all that time making those webs.

S: That's the stuff that makes them sticky. The bugs stick to them.

I: I wonder why it's sticky.

S: So the bugs will get stuck.

I: So how does it get sticky?

S: Cause the spider does something – they (looks in book)

I: I get upset when I see people tear down spider webs. I say, no they worked so hard. Don't tear it down. What's that?

S: That's what a spider web comes from.

I: You're right. It says, "Some spiders spin silk with tiny organs called spinnerets. So you're right, that's how they make their spider web. Be sure you put it on your graffiti board.

INDEPENDENT PRACTICE 3: FACT TREE and I-PAD STATIONS

I: Fact tree, how are you doing? Are you finding out anything about turtles? What?

S: CAPTION: I learned that the turtle swims.

I: Good, and your book is about sea turtles. So sea turtles can what?

S: swim.

I: So did you put that on a sticky note?

S: yes

I: Let me see. Good. Do you think you could try to write that? Sea turtles can swim? Let's try to write it. Write it on your sticky note

I: Sea – that's in your book, sea turtles.

I: Swim. What else do you hear – swim?

S: S

I: What else do you hear?

S: M: (he writes 'sm')

I: Can you read it?

S: Sea turtles can swim.

I: Good. Your whole book is about sea turtles. So see if you can find anything else about sea turtles.

S: Oh, Ms. Dubose!

I: Oh, what is that turtle doing?

S: Laying eggs.

I: So what can we learn about sea turtles? Your book is about sea turtles too. So what can we learn? Sea turtles do what?

S: lay eggs.

I: That's a great fact.

I: What do they do?

S: CAPTION: I saw one cleaning itself.

I: Oh.

S: I saw the rock (inaudible). I saw their feet good.

I: Oh, so you really got to see their feet good one time. I love that you got to see a penguin cleaning itself. I love that because when we started watching they were what – were they awake yet?

S: They were sleeping.

I: And we got to see them wake up. So that must be how they get clean in the morning, like if you take a bath in the morning.

I: How is it cleaning itself?
 S: CAPTION: He's using his beak.
 I: Oh, it didn't have any soap? What did it use?
 S: His beak in the water.
 I: Oh, his beak in the water. I didn't know that.
 S: I saw where he had a little number on him.
 I: He had a number on it? I wonder why.
 S: So he'd know what number it is.
 I: Why would they need to know that, I wonder. Because why?
 S: Because
 I: Do you remember that video we watched and it talked about how animals at the zoo wear little bracelets. Do you remember why?
 S: Yeah, I've seen one wearing a bracelet.
 I: Why?
 S: I saw one wearing a bracelet.
 I: Why would it wear a bracelet?
 S: CAPTION: So the penguins can go to their mama and daddy.
 I: That's a good idea. It could be so they could match penguins to their mommas and daddies, but why else would they wear bracelets? Remember, it was kind of like how they kept the penguins, like their name tags.

I: Oh my goodness, look at that Fact Tree. (reads sticky notes). Sea turtles can swim. Sea turtles can have – what's this? Who wrote this one?
 S: Sea turtles can have stripes.
 I: Stripes. Sea turtles can lay eggs.

SHARE

I: Boys and girls, here's what I'd like you to do. You did a great job this morning researching these animals. I'd like you to finish up what you're doing, clean up your station, and come back to the carpet (kids leaving tables to go to carpet)

S: CAPTION: I saw one of my questions

I: Well in a minute I'm going to ask you to share, and we'll put it on your chart, OK?

I: OK, real quick, I wrote down a lot of great things, A came to the carpet and right away said, "I found an answer to one of my questions." A, what did you find?

S: I found out spiders do bite people.

I: You found that, OK.

S: They bite when they're scared.

I: They bite when they're scared. You found that out? We'll add it to your chart.

I: Ok, A, can you come put this on your spider chart under what you learned? (hands sticky note to child who posts)

I: B, where are my turtles? You all learned a lot of great things about turtles and you were focusing in on sea turtles. B, what did you learn about sea turtles, anything you want to add to your chart?

S: Sea turtles can swim

I: And you put that on the Fact Tree. Sea turtles can swim. And here it is right on the fact tree. Sea turtles can swim.

I: (hands sticky note to child to post) K, do you want to add anything?

S: (inaudible)

I: What was the one about – I thought it was really interesting – (looks at Fact Tree) – right here, this one.

<p>S: Sea turtles can lay eggs. I: They can.</p>
<p>Chickens — what did you all learn? S: (inaudible) I: Oh, did you hear that? The eggs come from the bottom of the big mama chicken. You saw that in a book. That's interesting.</p>
<p>I: Any other chickens want to tell anything you put? K? S: CAPTION: They eat feed. I: Feed! We found that. They eat something called "feed." I: (writes) OK, come on K.</p>
<p>I: Frogs. A, you said something real interesting. What did you learn about frogs? S: They aren't just green. They are different colors. And I saw a mountain frog so I drew a mountain frog. 48:06 I: Oh my goodness. The only frogs I've ever seen have been green. I didn't know they could be different colors.</p>
<p>I: Where are the dogs? J, you were saying some really interesting things about dogs.</p>
<p>S: CAPTION: When they're born they can't see or hear I: I didn't know that. When puppies are born they can't see or hear. J, did you learn anything? S: puppies can be born a long time I: – what do you mean? S: Some puppies can be born – I: We'll work on trying to figure out what you mean. Maybe if you show me next time you go to the stations, we'll work on it together. OK?</p>
<p>I: I want you to turn and talk to your neighbor about being a researcher. And then we'll let some of you share. OK, so turn and talk to your neighbor about being a researcher. S: CAPTION: I like being a researcher because you can do research about animals, like penguins, and cheetahs, I: Oh, J, I love that</p>
<p>I: A, want to share? S: Researchers ask a lot of questions. I: What else can they do? S: And they can research books and they could research like, nonfiction books. I: Might you be a researcher as a scientist when you grow up? S: (nods yes) I: Are you a researcher now or do you have to wait til you grow up? S: I'm a researcher now. I: There you go, A!</p>
<p>I: Nice work. I am so impressed with everything you all learned about your animals. I am really impressed. You learned so many great things about your animals. So next time, you'll go to a different station, and see if you can find out even more. Great job. Give yourselves a big hand. Good job.</p>