

Reading Comprehension Sample Lesson:

Strategy: Building and Using Schema

Lesson: Notice New Learning

Grade 2, Apryl Whitman, Teacher, Arden Elementary School, Columbia, SC (Richland One School District)

(T=Teacher, S = student)

Segment	Transcript
<p>CONNECT AND ENGAGE (approximately 5:20)</p>	<p>T: I went to the library, and I found this really cool book that I want to share with you guys because I think this is really neat and it has some awesome pictures in it, [and the book is titled, "Volcanoes." See that picture. Oh, you're super excited, Destiny, aren't you? Something really neat. Well, I want you in a second- think first – what do you already know about volcanoes? Just think – (puts hand to forehead) – remember when we think - let's put our hands on our heads because we're thinking before we're talking. Turn to your partner beside you and tell your partner everything you already know about volcanoes. Turn to a partner. (Kids turn and talk.)</p> <p>T: What do you already know about volcanoes, Javier? S: I know about volcanoes they explode T: Oh, they explode. Can you show me what explode means, how do they explode? What do they do? Show me with your arms. S: Shows, like this T: (Repeats arm movement) They come out – they explode. (Turns to other child). Do you know anything about volcanoes? S: (shakes his head no) T: So you're going to learn a lot today, aren't you? S: (shakes head yes) T: Javier, can you share a little more with him what you know about volcanoes?</p> <p>S: ...volcano was shimmering, and lava spills on her T: So you've already read a book about volcanoes. So was it a fiction book, or was it nonfiction – was it make-believe, cause you said the little girl had a volcano spill on her, (child nods yes). Well that's pretty cool. (To other partner) Do you know anything about volcanoes? 3:49 S: I read that they get hot - T: They're very hot, aren't they? S: It rumbles and the lava comes out T: Lava comes out. So you already know that the stuff inside – this stuff (points to picture) S: magma T: Ooo, listen to that vocabulary you already know. That is awesome. T: Let's face forward, 3, 2, 1. Oh, let's see who did a great job. Put your pencil down, I don't want you getting poked. Boys and girls, I heard so many great things that you already know about volcanoes. I heard some great vocabulary down here, they were already talking about magma and lava, and we were talking about heat, and we were talking about explosion.</p>

Segment	Transcript
	<p>Javier, can you show everyone what you showed me of what an explosion is? Turn around and show them . Don't be embarrassed, it's Ok. Show them what a volcano does.</p> <p>S: It goes like this (shows with hands)</p> <p>T: And they come out. Pretty cool, huh? You guys already know so much about volcanoes. Well, guess what that's called, all that information –</p> <p>S: background knowledge.</p> <p>T: Oh, it's called what?</p> <p>S: Background knowledge.</p> <p>T: Yes, right here (points to chart). And I shortened it – you know how we abbreviate inches, and centimeters, bk stands for what?</p> <p>S; book; S: background</p> <p>T: background – background knowledge, the b and the k, I just abbreviated it. Remember we abbreviated inches and centimeters, yes, "in" for inches, I abbreviated background knowledge to bk. So all this stuff you were talking about, is your background knowledge, and that's going to help you to read and understand. And as we read more, because I know, T____ said, "Mrs. Whitman, I don't know a lot about volcanoes", that's OK, because as we read today, you're going to gain some background knowledge, you're going to grow what you already know and add to it.</p> <p>Yes, T____</p> <p>S: We watched the Magic School Bus about volcanoes.</p> <p>T: Yes, we did last week, I totally forgot about that, we watched the Magic School Bus video about volcanoes. Well maybe what we can do, after we learn some more information, maybe we'll go back and rewatch it, and see if we can make some connections from the movie to the book.</p>
	<p>As we read today, we're going to learn a lot of new information – and another word for information is facts – those tiny little bits of things that we learn as we go, the things that we've been writing down in small group and guided reading and things like that. Now, not only from the words as we listen, but from the really cool pictures too, we can learn facts from them as well. Let's open up and see what we see in here.</p> <p>T: Oh, look at that (shows picture; kids ooo and ahh). That is neat.</p> <p>S: Hawaii has volcanoes.</p> <p>T: Hawaii has volcanoes, that is absolutely true. How did you know that?</p> <p>S: I have a book about it.</p> <p>T: You have another book. There are a lot of other facts in other books.</p> <p>T: Now, as I'm reading, if I come across something that's new, or really, really cool, I'm going to write it down. Because I've already had some – just from the cover – I saw some really amazing things. So as I'm reading, if I learn something new, I'm going to jot it down on a sticky note, so I can leave tracks of my thinking, because that's what good readers do, right? When you guys are reading books, and you learn something new, you jot it down</p>

Segment	Transcript
<p>MODELING (approximately 7:20)</p>	<p>T: Look at this. (reads heading) Mountains of Fire – (looks stunned). Wow, even that heading – a mountain that’s on fire – let me read a little bit more to see what’s going on here. “Ash and steam pour out of the mountain. Hot melted rock rises up inside the mountain. Suddenly, a spray of glowing, hot ash shoots out – like Javier said. It is an eruption.” So you think that word “eruption” might mean the same thing as explosion</p> <p>S: It’s a fancy word</p> <p>T: it’s a fancy word, isn’t it. An eruption might mean the same thing as an explosion. Now, “More melted rock is forced out. It spills down the side of the volcano, in a burning, hot river. Anything that cannot move it burned or buried.” Oh, my goodness That’s scary, isn’t it. I’m going to write that down. That baffles my mind. That’s scary, talking about fire, and burning, and this hot river, and anything that’s in its path is getting burned or buried. There are a lot of things that might be in its path. So I’m going to write this down. I’ve got a sticky note and a marker. I’m going to put an L in the corner because I just learned something new. And this marker doesn’t want to work, so I’ll switch. Thank you, I’ll see if this works and if not I’ll borrow your pencil. I appreciate your offer, A___. Now, I have my L in the corner, this is a new thought for me, this is new learning for me so I’m going to jot it down. I’m going to put, “Wow, that’s scary, “ because that’s how I’m feeling inside, “wow, that’s scary.” And I’m going to write something from the book but I’m going to put it in my own words. Anything that the hot lava touches, it burns or buries it. “The lava burns and buries it.” Now, I’m going to put it right here in my book, right where I saw it. So if I want to share this with someone later, I can turn to this page and show them the picture and I can show them my thought. Now, I think you’re probably thinking a lot right now. I mean, this stuff that’s spraying out, this lava that you hold me, is burying things and is burning things. I want you to turn and talk about what you are thinking right now. what does that make you think of? How does that make you feel? Turn to your partner, and talk about what you’re thinking right now</p>
	<p>(T kneels down with a pair to listen) What are you thinking about, J___?</p> <p>S: I’m thinking (inaudible) like hot sauce and fire and I’m scared because (inaudible)</p> <p>T: That’s what I was thinking about. If there are houses around there, someone said there are volcanoes in Hawaii, and I know there are houses around there, so what if you lived in a house near a volcano and it erupts, it’s gonna burn your house down, isn’t it. That’s scary. (to other partner) What are you thinking?</p> <p>S: I was thinking about hot wings</p> <p>T: That makes you think of hot wings? OK. That’s a cool connection. You said hot sauce. So you think hot and spicy, OK. That is funny. Does it make you worry or scared for the things that are around the volcano? What kinds of things are around the volcano besides houses that could be damaged or hurt?</p> <p>S: People</p> <p>T: People. What else</p> <p>S: Plants</p> <p>T: Plants. Plants could be burned down around it.</p> <p>S: Cars.</p> <p>T: cars. So can we say that volcanoes are very dangerous?</p> <p>S: nods.</p> <p>T: Yes, they’re very scary.</p>

Segment	Transcript
	<p>(Listens to other child) It might flow fast. S: It might hit you. S: You might slip in it and it comes over you and it might drown you. T: So if you see an eruption, you'd stay away from it, wouldn't you. S: It might damage your house.</p> <p>T: Let's face forward in 3, 2, 1. Thank you. I heard a lot of thoughts. I heard some connections, I heard a lot of feelings. People are saying, "I would be scared, I would be worried." Those things that you're feeling, are what good readers do. When you have a reaction, you have a feeling, write it down on a sticky note so you can share it with people later.</p> <p>T: Let's see what this caption says. "When magma comes out of the earth, it is called lava." Did you hear that? OK, so I'm thinking that when it's in here (points to diagram) it's magma, but when it comes out, it's --- S: lava, I think it's something -- T: And the lava hardens and ash and rock pile up and a volcano is formed. S: I wonder how it do that. T: That is a good question, that's a good wonder, and when you wonder things like that, you can jot it down. I'll show you real quick. He has a wonder -- he said, "I wonder how it comes out. I wonder how that happens." So you could put a "w" and circle it -- what does that stand for? S: wonder T: Wonder. And so what we can do is put an arrow and put it on that page -- "I wonder how this (arrow) happens." Like that (shows). And that way we can keep reading to see if we find an answer. So let's keep reading to see if we do. T: "Deep beneath the earth's surface, it is hot." So underneath the ground, down below, it's really hot. "Hot enough to melt rock." Wow. S: Rock is strong. T: It is. So it has to be really hot. "When rock melts, it becomes a thick liquid called magma." S: (Many begin to respond to "magma"). T: Oh, we knew that word, didn't we! You know what, that word, I think is very important, that word "magma" because it's a volcano word, so I'm going to write that down. I'm also going to write it down because we've been learning about liquids, haven't we -- liquids and solids -- so this is a really thick liquid. I'm going to put L in the corner and circle it, and I'm going to put "I learned that magma is a thick liquid" and I think that's cool because we've been learning about liquids in science. Awesome. I'm going to leave this right here so when I share with people, I've got it on this page. Magma is the stuff down here, and it's not lava until it comes out, right? S: I think when the yellow stuff is at the bottom and it goes up and turns red, I think it's going to be lava when it comes out. Like it's going to go faster when it goes up to the top.</p>

Segment	Transcript
<p>GUIDED PRACTICE 1 (approximately 6:00)</p>	<p>T: Now, guess what. You guys are doing a great job. I think it's time for you to practice, together with me, some new learning. How about that? S: (unison) Yes T: OK, I'll hand you a clipboard (hands out the clipboards) T: Now, I'm going to keep reading, and while I'm reading, if you hear something really cool, and in your head you hear, wow, that's interesting, or I didn't know that, write that down. Go ahead and jot it down. Don't worry so much about spelling. We want to get our thoughts down, and even if it isn't a sentence, and you want to draw a little picture, you can do that as well.</p> <p>T: So it doesn't have to be words that you're jotting down, if it's a really cool picture, like you want to jot this diagram and you want to show where the magma was coming out, go ahead and just draw that picture. Just don't get stuck on spelling the words. OK? T: I'm going to put tracks of my thinking in the book as well. T: Look at this really cool picture. S: Is that earth? (other comments as the picture is shown) T: It says, "shaky plates." I don't see any plates. Do you see any plates? S: (all talk about their thoughts) T: Ohh. You know what, think for a second, think about that heading, "Shaky plates," think about that picture that you're seeing. Turn to someone beside you and talk about what you're thinking about. What does this picture make you think – "Shaky plates" and this land.</p> <p>(T with partners) What does that make you think about? "Shaky plates." I don't see any dishes, or dinner plates. S: I think it's these things (pointing to the picture of the earth) T: Ok, maybe these things right here. What are you thinking? S: I think the volcano erupts and the ground is shaking T: The volcano erupts and when it does it causes things to shake. Is it shaking people's dinner plates? What are these plates? S: I think it's talking about the ground. T: Maybe the ground underneath are called plates? So that's new vocabulary? Oh man, maybe we can write that down under "Learned" – we learned something new that the plate is actually sections, like he was talking about, of the ground underneath. S: Well I think those are the plates that are shaking underground.</p>
	<p>T: A ____? S: I think those little things are things like volcanoes that exploded and they're broke like the ground next to them, and they fall, all the lava. T: So D ____, did you hear what he's saying. He thinks what those are, are actual volcanoes right there, and when the ground shook, the ground broke, and the lava went everywhere, and it made volcanoes. I think that's a really good idea. Let's go ahead and read underneath of this, and let's see if what D__ and A__ are saying is correct. T: It says, "One place where earth's plates smash" Show me what smash is – "together is called the Mid-Atlantic Ridge." It's</p>

Segment	Transcript
	<p>called the mid-Atlantic because it's in the Atlantic Ocean, which is the ocean that we put our feet in when we go to Charleston and Myrtle Beach. "It is the longest mountain range on earth and most of it is underwater." So those are mountains under the water!</p> <p>S: (Many responding)</p> <p>T: Wow! Is that cool?</p> <p>S: It's making an island.</p> <p>T: It's making a what? Where are my sticky notes?</p> <p>T: If you're learning something new right now, write it down, because I have something I have to write down.</p> <p>T: I really want to write this down –, I hope you're learning something new, if you are, write it down. That there are mountains under water because the plates smashed together and make these mountains</p>
	<p>T: "When plates pull apart or smash together, watch out." Let's see what we have to watch out for. Oh, my goodness, wow, look at this picture. That's exactly what you guys were just talking about (kids exclaiming – maybe ?) Right here, this one – (T gets up to show picture).</p> <p>S: It's an underwater volcano! (Student comments)</p> <p>T: So what's happening?</p> <p>S: There's an underwater volcano.</p> <p>T: That must mean that volcanoes can be under the water. Now, did we read anything to find that out?</p> <p>S: No</p> <p>T: Where did we get that new information?</p> <p>S: Picture</p> <p>T: From a picture. Hold on a second, this is so cool – that I did have to read something to learn something new, X_____, I looked at the picture and I learned something new.</p> <p>If you just learned something new, write that down because I've got to write that down, it's just so cool, and this scuba diver, he's right next to it!</p>
<p>GUIDED PRACTICE 2 (approximately 5:00)</p>	<p>T: So an island is being made. Let's read to find out how it's being made, and if you learn something new, jot it down on a sticky note. "What happens when two plates pull apart?" Show me apart, like this. (they are all demonstrating) So what happens when two plates pull apart? "They make a giant crack in the earth."</p> <p>S: Oh! Just like an earthquake.</p> <p>T: Just like an earthquake. "Magma can rise up through these cracks. This even happens under water." So that's like the fact that we just learned; that's cool. Now listen. Look at this crazy fact. About 60 million years ago, an underwater volcano poured out so much lava it made new land. (kids comment) If you learned something new, you'd better write it down while I'm reading.</p> <p>T: "A huge island grew, right in the middle of the ocean. Lava formed the country of Iceland. Oh! (kids talk here) It formed a country! Will you do me a favor, will you get me the globe. Let's find out where Iceland is real quick. (child brings globe)</p>

Segment	Transcript
	<p>T: So – 60 million years ago this happened, (walks around showing globe) a volcano exploded, so much lava came out, that this little island right here where my finger is, was formed because a volcano exploded and that lava probably cooled, and hardened. S: And it shook. That is sooo cool.</p>
	<p>T: We're just going to take a quiet second, finish writing down your thoughts, your wows, your cools, that's really neat, jot them down. T: I want you to turn to your partners and share what you wrote on your purple sticky note</p>
	<p>S: (girl and boy talking to each other) Volcanoes made a new island. What's your thoughts? S: I learned that volcanoes can be underwater and they can make an island</p> <p>T: What did you write on there? S: I learned out of a picture. T: You learned something from a picture. OK, what did you learn from the picture? S: I learned that lava makes new islands. T: Write that down. No, leave that, that's how you learned it, that's cool that you wrote that down. Now write what you learned from that picture. You said, lava makes new islands. S: (behind her) Oooo (inaudible) T: Well write it down if you learned something new from her. T; An island was made from what? You wrote "lava made a new island." Perfect. What did you write (to partner). S: I wrote: (reads sticky): Wow. There are underwater mountains. I learned in this picture that volcanoes can be underwater. T: Awesome. I like how you both wrote how you got the information, that it was from a picture. That's an awesome job. Perfect. Let's face forward, 3, 2, 1. Z____, would you mind sharing out loud what you wrote on your purple sticky note for everybody to hear – what you wrote on your purple sticky note, Read the whole thing for us, OK? S: Wow, there are underwater mountains. I learned in this picture that volcanoes can be underwater. T: He said, "Wow" – he puts his reaction down there, not only did he tell what he learned, he told me how he learned it, he learned it from the picture, not from reading it. We can gain information from so many different places in our book. It might be from a picture, it might be from a map, photograph, diagram. There are so many awesome features in nonfiction that we can learn from all of them.</p>

Segment	Transcript
<p>INDEPENDENT or COLLABORATIVE PRACTICE 1 (approximately 6:00)</p>	<p>T: Now, it's your turn. I went to the library and I found some really cool books and they kind of have some kind of solid or liquid connection, because that's what we've been learning about in science, but there are all kinds of cool books that I found. Now you and your partner can look through them and choose a book that you would really like to read more and learn from.</p> <p>You can put your purple sticky note up here, choose a book that you would like to get more information about, and then go find a nice, quiet spot. And I'm going to move – this is the bucket full of really, really cool books, I'm going to move it right here, so you can come and look. (child putting up sticky) (child shows nothing to put up) T: You didn't learn anything new? (child shakes head) No? I'll come talk to you in a minute about your new books. Go find a really interesting book, OK?</p>
	<p>(child holds up 2 books to partner) Which one?</p> <p>T: Show your partner, and see if he wants to read that one S: Yeah, T: Watch out baby – all right, go on</p> <p>T: What would you like to read? Matter? S: I wanted to read...(picks up book) T: about ketchup? Cool. Go find out about ketchup. S: Ketchup? T: Yeah T: (to other group) – Hey, milk to ice cream (Students reach out for the book) Woo-hoo</p> <p>T He wants to really read about the pizza company, and you really want to read about volcanoes. So let's do this, OK, let's make an agreement. We can do this for a few minutes, and look through that one and see what we find is really cool, and then we'll go to this one too, how about that, does that sound good? S: Nods T: Ok</p>
	<p>T: What is he doing? S: (inaudible) T: But, he's got all this stuff on. S: Get burned T: Do you think that's like a protective uniform so he won't get burned? S: (nods)</p>

Segment	Transcript
	<p>T: Do you think that's something new – did you know that, that they have protective outfits for</p> <p>S: lava</p> <p>T: (to other student) OK, go back there</p> <p>S: like armor</p> <p>T: Oh! It's like armor, that's so cool. OK, let's get a sticky note, and let's put it right here, and point to it and say, "this is armor or protective gear he needs to wear so he won't get burned. Let me go help Angel real quick</p> <p>S: A wonder?</p> <p>T: That a Learned, something new, right, so it's a L.</p> <p>T: And maybe we'll read more in the book about why they wear that and what it's actually called.</p>
	<p>(child standing alone) T: What's up baby?</p> <p>S: I don't know where Angel is</p> <p>T: Oh, he went to the nurse. I'll help – I'll be your partner. He had to go to the nurse for a minute. What is all that?</p> <p>S: tomatoes</p> <p>T: Well where are they coming from?</p> <p>S: Off the farm</p> <p>T: Off the farm? And you know what this reminds me of – remember the pumpkin video we watched, and they were coming off the farm into the truck, so I made a connection between this book and the pumpkin book. Pretty cool, isn't it – it's the same way.</p> <p>.</p> <p>S: "Trucks take the tomatoes to the factory. The factory pro – (T: Processes) processes the tomatoes. The ketchup is just one product. The factory also makes tomato sauce and tomato juice. There are machines in the factory. They sort, wash and chop the tomatoes. Other machines separate the seeds and the skin from the pulp.</p> <p>T: What are they doing to the tomatoes?</p> <p>S: I think they're washing them.</p> <p>T: Did you know that? Did you know that they use machines in a factory to – it says, "sort, wash, and chop the tomatoes"? They use machines? Did you know that?</p> <p>S: (shakes head no)</p> <p>T: No? Let's write that down. That's something new that you learned. Put L in your corner, and circle it. And what are you going to write down? What's your new learning?</p> <p>S: Factories sort, wash, and chop tomatoes with machines.</p> <p>T: Fantastic. Write it down and I'll be back, OK? And when A____I comes in here, will you share that with him?</p> <p>T: (to A____) Better? M____ has something to share with you, when you were gone.</p> <p>(Boy and girl reading, he jots something down)</p> <p>(Girl reads, shows him picture) S: And this is the cool lava</p> <p>S: Whoa!</p>
	<p>S1: Look D____</p> <p>S1: When the volcano is born, the smoke comes out and the lava comes out and you see little stuff coming out? Rocks?</p> <p>S2: Smoke and lava. I see a rock right there. And I see 3 rocks right there</p>

Segment	Transcript
	<p>S1: But there'd be smoke coming out and smoke is very hot, if you touch it, it's gonna burn you. S1: and this is the crust, and this is the – what's this? S2: man – mantle S1: and this is the mantle</p>
<p>COLLABORATIVE PRACTICE 2 (approximately 5:00)</p>	<p>S: I drew the um – the – T: Are these like the steps of the volcano? S: yes T: OK, so this is the first step, what's happening here? S: The volcano is about to erupt T: OK, and what's happening here? S: The volcano is going - it's going to destroy a house T: So what is this stuff right here? S: Lava T: So do you think maybe you can add a label, like an arrow pointing to it saying "this is lava" – so that whoever looks at this they know what that is. Do you want to try? S: (writes) la-va – T: good job, so that's the lava. So what's this step? S: This is where the lava starts to destroy itself. T: OK, so what would be happening to the land around it? S: It will be destroyed. T: So can you maybe write a caption under that diagram. Can you like write, "This is the land being destroyed." And I can help you spell that, I know that's a really big word. Is that what you're doing on yours, C___? Cool.</p>
	<p>T: What are you writing down? S: I was writing down, "Wow, lava can move at speeds of 60 mph. T: Per hour? Do you know how fast that is? Do you know if your mom gets on the Interstate, I-20, and they're travelling down that road, that's how fast they're going. S: What! T: Yes, so that's how fast that lava can move. Can you imagine could you outrun the lava? S: No T: No, so if you're running, trying to get away from the lava, are you going to make it? S: No T: You can't go as fast as a car. That's very dangerous, isn't it. That's a wow fact. I'm glad that you wrote , "Wow" It can go really, really fast.</p>
	<p>T: I see that you drew some pictures. What is that a picture of? S: I wrote, I didn't know tomatoes made – I didn't know ketchup T: came from S: came from tomatoes. T: You didn't know that? Oh, that's so cool new learning. So is that a tomato? And then what is this?</p>

Segment	Transcript
	<p>S: I didn't know trucks took ketchup to cafeterias. T: They do, they travel – they take it from one place to another. Can you show me in the book where it shows the truck? So did you know that when you're eating ketchup, you're eating tomatoes? S: Shakes head no. T: That's pretty cool, isn't it! T: I heard you talking about the ketchup packets from Bojangles – the little ketchup packets. Did it show you how they put it in there? S: No T: Ok, let's see the truck? So this is the truck taking it to cafeterias, and schools, and stores – that's how they get it there so they can sell it – Cool. Maybe you can draw a picture of the truck on your paper so that when it's time to share, you will know what you were talking about. And I want you to look, Morgan, at the part about the packet, and see how they get the ketchup in that tiny little packet, because I heard you talking about that earlier. Can you do that? OK</p>
	<p>T: oh, wow, I see a picture – what is that? S: It's a volcano – T: hold on one second, let him share first, and then you can share, OK? S: It's a volcano. We put everything in it to make everything flow out T: To explode? So you drew like a diagram of your own? Fantastic. Did you do the same thing? S: Yeah, and I put "magma, and the rock, T: Oh, I see the different little pieces S: and it's blowing up, but it's over a mountain. T: It's going over the mountain, on top of the mountain. S: Can I read this? T: Yeah S: We had labeled it, "mountain" T: I like your label. That helps me better understand what your picture is about. OK, read that one sticky note. S: It says "long ago people thought that powerful gods lived inside volcanoes." T: They thought that gods lived inside the volcanoes? S: It's right here. T: Let me see. S: "Long ago people thought that powerful gods lived inside volcanoes. When the gods were angry they would – (to other student) – what's that word? S: lava T: Where are you? "They would spit fire, ash, and lava onto the land." Do you know what that makes me think of? Remember when we learned about weather, and we learned about lightning, and in the book it said that people used to think that it was the gods who were angry at them, and they would shoot down the lightning bolts when they were mad. Do you remember reading that? S: It's like a can (finding page in the book) T: Oh, so it's comparing the volcano to a soda can? Have you ever done that before? S: No</p>

Segment	Transcript
	<p>T: When the soda, (motions exploding) S: Oh, I did the thing where you shake the soda and the top S: and you open it and it slides down the sides T: Well what do you think causes that soda to explode out S: Shaking it up S: Air T: Air what? We talked about it S: Air pressure T: Air pressure. That pressure inside of it is bubbling up, bubbling up, it has to go somewhere doesn't it? So do you think the reason why – your question was why do volcanoes happen? Do you think it's because there's some type of pressure underneath the earth S: pushing it up T: and it's pushing it up S: yeah, T: Why don't you write your answer down. That's awesome. Fantastic. Great job, you guys.</p>
<p>SHARING (approximately 7:00)</p>	<p>T: I heard so many exciting learners. I saw great reading strategies. I saw people looking at diagrams, reading captions, reading headings, looking at illustrations and sharing them with their partner, and then reading what was on the page to continue learning. You did what great readers do. You guys are amazing readers. Now, listen to how we are going to share. We talked about some things that we can say when we're sharing, and when you're listening to your partner talk, if it makes you think of something you can connect to what they're saying, if you have a question about what they're saying you can ask them a question, and when it's your turn to share your learning, make sure that you show the page where you learned that information, especially if it's something that came from a picture. Now what I'm going to do is I'm going to give you a second to turn to someone who is not your partner, and you're going to share with them one really cool thing that you learned today and how you learned it. Did you listen to that? Not only are you going to share what you learned, but how you learned it. Now I know that some of you have to share the book, so you're going to have to do that respectfully.</p>
	<p>(kids share in turn and talk)</p>
	<p>T: J___, can you stand up and share what you and K___ created from your learning? S: When me and K___ was in the library I started to think of making a diagram how the volcano was starting when I looked at the pictures and my first step is when the smoke was coming out of the volcano, and my second step is when the lava was started coming out, and my third step was when the land was destroyed, and my fourth step is when the houses started to melt, and on the fifth step I added all those details together. T: (continues) oh, wow, (points to student with question) S: Do you know that you could make your own volcano at home? S: like a project T: J___, why don't you ask anybody if they have any questions or comments about your diagram? S: Do you all have any questions? S: How did you add all those things up? T: On the last step? Is that what you're asking? She said how did you add them all together on the last step?</p>

Segment	Transcript
	<p>S: Because when Ms. Whitman was reading the book, I knew that they destroyed, because I knew that it erupted, and when the lava came out, and when the land was being destroyed and the houses started to melt, and I knew all those details, so I added them all together.</p> <p>T: fantastic. I think that's an excellent way to organize your thoughts. Thank you.</p> <p>T: Now, T___ wrote down a question. Can you share that question with everyone? That one right there?</p> <p>S: Why does volcanoes happen?</p> <p>T: So why do volcanoes happen? So he had that question. He had that question from the very beginning, didn't you? Now, as he was reading, he came up with the answer. Can you read the answer.</p> <p>S: Volcanoes need pressure in air.</p> <p>T: OK, they were talking about how do they happen, how do they explode, can you show what page you all found that answer? What's going on in that picture?</p> <p>S: That they shake it up and when they had an opening, they had, all that came out.</p> <p>T: What caused it to come out?</p> <p>S: Air</p> <p>T: The pressure, right? How many of you have ever shook up a soda can or a bottle and when you opened it, what does it do, show me? It goes everywhere and that pressure makes it come out, so T___ used this picture and this information to answer his question that that lava comes out because there's some type of pressure underneath the earth. So he found his own answer to his own question. That is fantastic. Thank you.</p> <p>T: And then one more person I wanted to share. A___ instead of writing something down, he drew a picture. Can you stand up and show the picture, and M_____ will you share the book?</p> <p>S: I didn't know ketchup was made out of tomato and ketchup came on trucks.</p> <p>T: Can you show them the page about the trucks? Let Morgan help. They read a book about how ketchup's made. So cool. And what's going on in that picture, Morgan.</p> <p>S: The truck is taking it away to the store or the restaurant.</p> <p>T: So it's taking the ketchup they made to stores and restaurants. Can you show everyone, like I do, during story time, show them like that.</p> <p>And A___, can I hold this? A___, instead of writing it all down, he just drew a picture of a truck, to remind himself that he learned that the ketchup gets brought to stores and restaurants on the trucks.</p> <p>S: That's cool.</p> <p>T: It's cool. Fantastic.</p> <p>T: You know what, you guys did such a fantastic job today, we're going to do the firecracker. The firecracker is kind of like a volcano, so this will be pretty cool. Put your hands together, ready? rrrrupp – ahhhh We'll have to start calling that the "volcano" won't we? But instead of coming down like this, we'll have to come down like this. Let's try it like that, are you ready?</p>