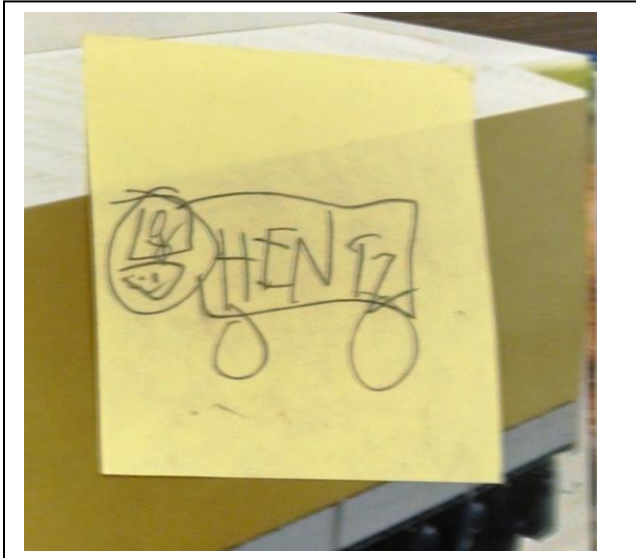
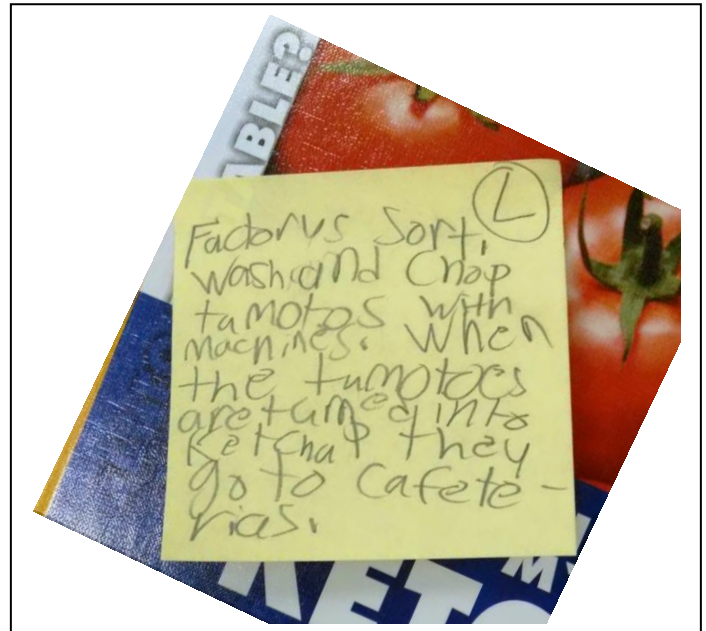


**STUDENT WORK – NOTICING NEW LEARNING**  
Grade 2

TEXT: *Ketchup: How Did That Get to My Table?* by Emily J. Dolbear, Cherry Lake Publishing, 2009.



**STUDENT 1:** A second language learner drew a “Heinz” truck to hold his new learning. In conferring, he stated, “I didn’t know ketchup came from tomatoes, and I didn’t know trucks took ketchup to cafeterias.”

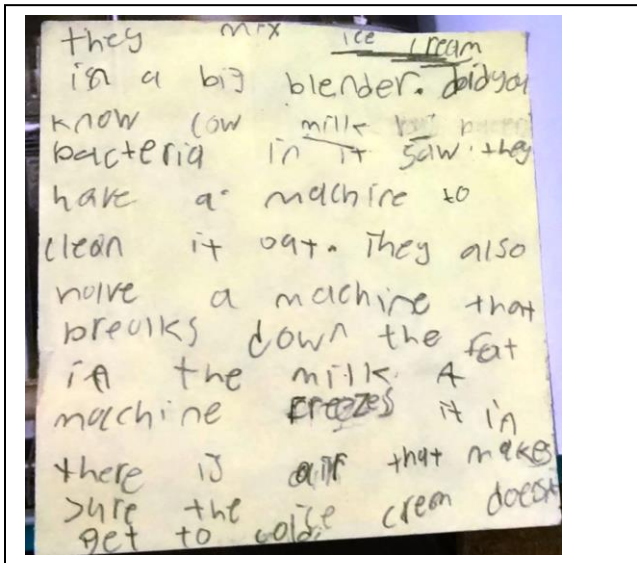


**STUDENT 2:** The text read: “There are machines in the factory. They sort, wash and chop the tomatoes.”

The student wrote: “Factories sort, wash and chop tomatoes with machines. When the tomatoes are turned into ketchup, they go to cafeterias.”

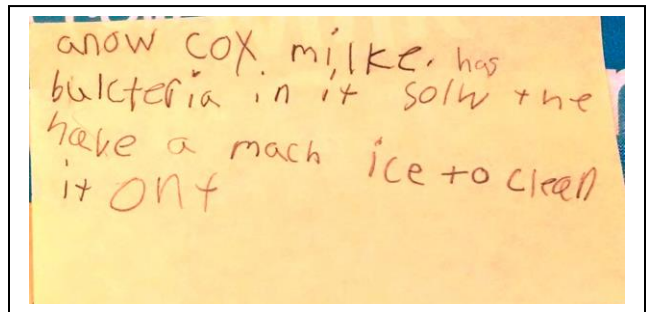
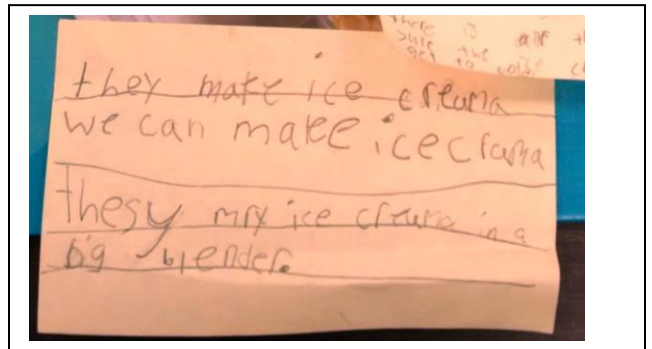
TEXT: *From Milk to Ice Cream*, by Kristin Thoennes Keller, Capstone Press, 2004 (From Farm to Table Series)

The text says, "After the mixture is blended, it moves through pipes to another machine. This machine heats the mix to kill any bacteria." (next page): "Then the hot mix travels to another machine. The machine breaks the fat in the milk into smaller bits. The mix becomes smooth and creamy." Later pages describe the freezing process. Students 3 and 4 worked as partners.



**STUDENT 3:** The child wrote:

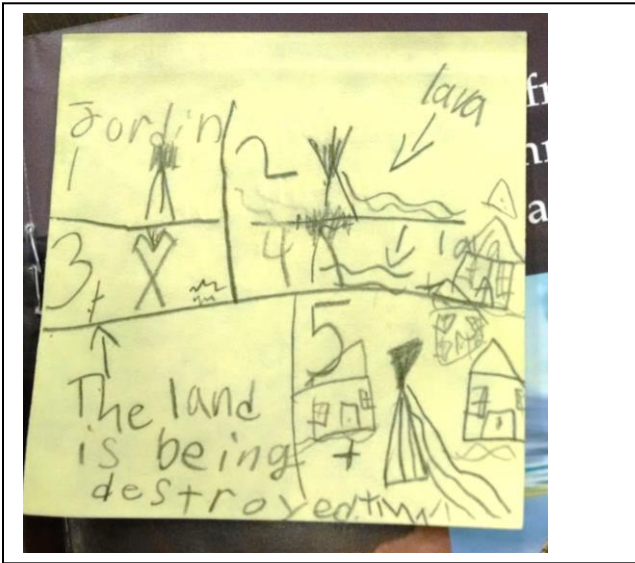
"They mix ice cream in a big blender. Did you know cow's milk has bacteria in it so they have a machine to clean it out? They also have a machine that breaks down the fat in the milk. A machine freezes it and there is one that makes sure the ice cream doesn't get too cold."



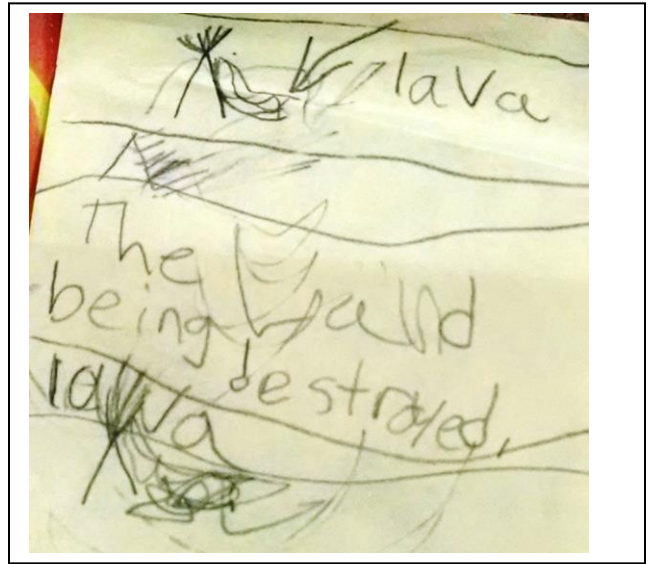
**STUDENT 4:** The child wrote:

"They make ice cream. We can make ice cream. They mix ice cream in a big blender. I know cow's milk has bacteria in it so they have a machine to clean it out."

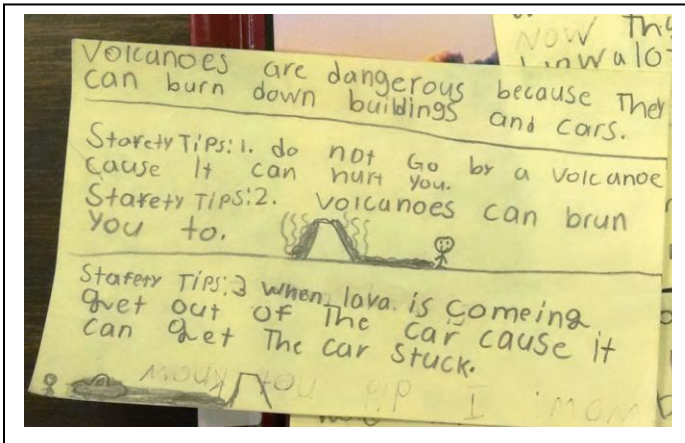
Student work from a variety of texts about volcanoes.



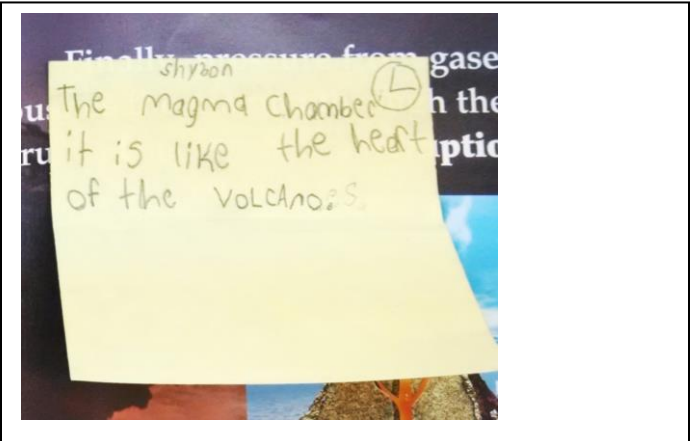
**STUDENT 5:** The child created a 5-step explanation of what she read about a volcano's impact on its surroundings. In conferring, the teacher suggested she add the labels.



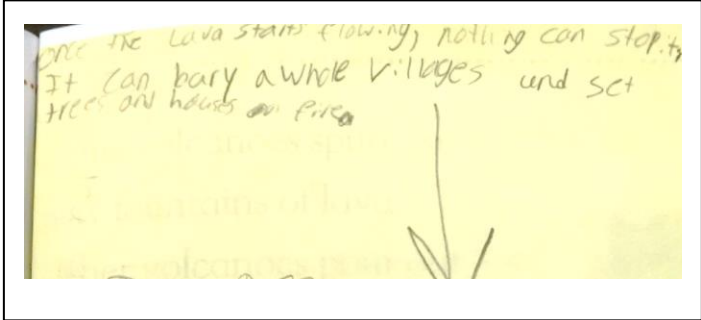
**STUDENT 6:** Student 5's partner, an English language learner, created this sticky note as they worked together.



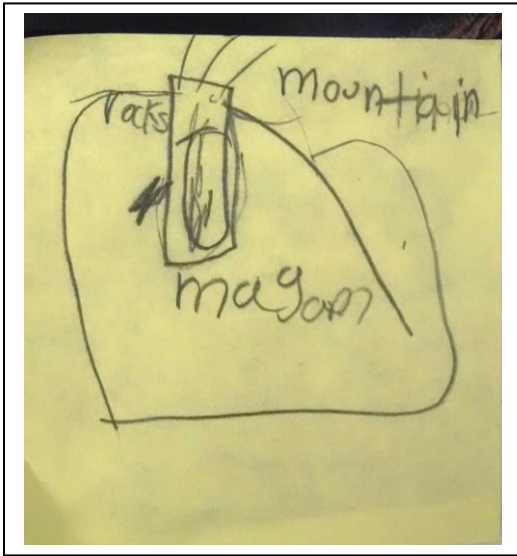
**STUDENT 7:** The child created safety tips based on information found in the text. A picture in the text showed a car stuck in a flow of lava. (The class had made safety posters about weather in a previous unit of study.)



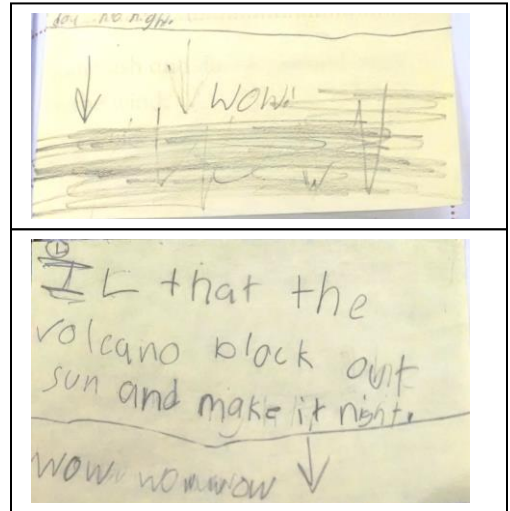
**STUDENT 8:** The child explained his thinking by saying that the picture of the magma chamber looked like a heart, and it pumps out the lava, so it's like the heart of a volcano.



**STUDENT 9:** The text reads, "Once the lava starts flowing, nothing can stop it. It can bury whole villages and set trees and houses on fire." The student wrote the same words.



**STUDENT 10:** The text reads, "A volcano starts as a big, deep hole or crack in the earth. When pressure builds, ash, rock, gas, and magma escape through the hold. In time, the escaped material can form a mountain."



**STUDENT 11:** The text explained that a volcano can "turn day to night" by blocking out the sun. The student wrote many "wow's" and "I L [learned] that the volcano block out sun and make it night."