

TRANSCRIPT: Independent Reading Grade 1: Find Important Facts

Apryl Whitman, Meadowfield Elementary School, Columbia, SC (Richland 1)

T = teacher, S = students

Mini-Lesson: Part 1 -Engage

T: You know how we've been learning about nonfiction?

S: Yes

T: We've been learning about all kinds of nonfiction books – animals, and space, and people. We studied about Dr. Seuss and we wrote down some information that we thought were really cool facts, and then we took all that information and dug a little deeper with it to find what was really, really important. Now yesterday, I noticed that I had some readers who were collecting some notes when they were reading, and they did a fantastic job. Remember, C___, he was learning about

00:43 the salamanders, and he wrote it on a sticky note, and he labeled it, and he said, "I learned that the tails are poisonous. And we had A__ who was reading an awesome book about birds, and she took all of what she had learned on the different pages

And she put it all together on one sticky note. Well that's what good readers do. As they're reading, they kind of dig through all those details and all those facts to pull out what's really important. And that's what we're going to practice today. Most of us know who this awesome man is.

S: (together) Neil Armstrong!

T: Yes, M__ favorite, Neil Armstrong.

T: We all know that he did some really cool things, but I wanted to learn a little more about him. And I really wanted to learn about his adventure on the moon, and more information about that. So I got this book and we're going to take a deeper look at it. I'm going to turn to the Table of Contents because I don't want to read the whole book, I just want to read a small section of it. So if I'm looking at the Table of Contents and I want to learn more about his exploration on the moon, I'm going to look and see if I can find it in the T of Contents and maybe you guys can help me. I see "Flying High, Trim Line, Man on the Moon." Do you think that will give me some more information about when he went to the moon?

S: Yes

T: Yes. It says page 18. So I'll turn to page 18. If I can get there – OK, we have page 18, and I have a heading, the same one that was in the Table of Contents. It says Man on the Moon. Now, what I'm going to do is read through this section, and at the end, I'm going to ask myself, what was this whole section about? If as I'm reading, an interesting fact pops up, I can jot it down on a sticky note.

Mini-Lesson: Part 2 – Model and Prepare for Independence

T: OK? Ready? Touch your nose if you're ready. OK, here I go. "Neil's next space mission would change the world forever. NASA wanted to send astronauts to the moon.

T: Neil, Michael Collins, and Buzz Aldrin were chosen for the Apollo 11 mission. The astronauts trained by practicing with spacecraft, spacesuits, and other equipment. And the caption – we always read the caption, right – says, "In this photo, Neil practices collecting samples from the moon." So he had to practice before he went. That's a pretty interesting fact. I didn't know that they had to practice before they went. So I'm going to jot that down super duper fast on my sticky note. Yes ma'am?

S: I'm pretty sure they also practiced in a pool, because pools are like where you float around and (inaudible)

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>T: Oh, where did you learn that information?</p> <p>S: Well, I think I read it in one of the astronaut books. I can't remember which or I might of heard it on one of your videos. They're just floating around in a pool.</p> |
| <p>T: So you're adding your knowledge to something that we just learned here. Awesome job. That's what readers do. Let's keep going, OK. Oh, that's a really cool picture. (reads): "Apollo 11 launched on July 16, 1969. It took more than 3 days to get to the moon. " Wow! More than 3 long days. I bet they were very nervous – hold that thought for a second - "Then the spacecraft split into 2 parts- Columbia – that's our city – and Eagle. Michael stayed in Columbia. Buzz and Neil took Eagle to the moon's surface. On the way down, the computer failed and the spacecraft almost ran out of fuel." That's scary, isn't it. I didn't know that. "Neil piloted Eagle to a safe landing on the moon." And this is a photo of Eagle, taken from inside Columbia. So this almost ran out of fuel before they landed, and the computer failed.</p> |
| <p>That's not good, is it? If they wouldn't have gotten that back up and running, what could have happened?</p> <p>S: They could have died.</p> <p>T: They could have, or they could have been stuck on the moon.</p> |
| <p>T: Well this is a wow fact for me, so I'm going to put, "Wow, the spacecraft almost was stuck on the moon."</p> <p>S: How many days did it take to get back?</p> <p>T: Well how many days did it take to get there?</p> <p>S: 3</p> <p>T: So how many do you think it took to get back?</p> <p>S: 3</p> <p>T: Probably about 3.</p> |
| <p>T: M___?</p> <p>S: It could of run out of air and that's a really bad possibility because they could of died, and that's not good.</p> <p>T: Yes. OK, let's read some more of this page. "On July 20, Neil put on his bulky --</p> |
| <p>T: that means real thick and heavy – spacesuit helmet. Then he became the first person to set foot on the moon. He said, "One small step for man; one giant leap for mankind." Neil and Buzz spent the next 2 hours doing experiments and collecting moon rocks." And I've got a bold word here. Where would I find the definition for that word, R?</p> |
| <p>S: In the glossary.</p> <p>T: In the glossary. If I didn't know, I could turn to the glossary. I'll read my "fast fact" – "Neil said the moon's surface was like powder. It stuck to his spacesuit and his moon boots." And the caption says "Neil and Buzz planted an American flag on the moon. Now I'm looking at this section, and I heard a really, really important detail, something that I really think the author of this book wanted me to walk away with and remember about Neil Armstrong.</p> <p>S: He's the first person to set foot on the moon.</p> <p>T: Why do you think that? That's what I was thinking. Why do you think that's really important?</p> <p>S: Because he might have died and we can remember him.</p> <p>T: That's something that we can remember him by, like his legacy that he left behind. LG, why are you thinking that's so important?</p> <p>S: Because stepping on, doing something for the first person for the first time, is really special.</p> <p>T: Yes. When you do something for the very first time, you're really important, aren't you.</p> |
| <p>T: So what I'm going to do on my sticky notes – the author of the book really wanted me to remember that, didn't they? It had a lot of details in this section, a lot of pictures, a lot of facts, but I'm really</p> |

thinking what the author wanted me to walk away with and remember is that Neil Armstrong was the very first person to step on the moon. So I'm going to write that on my sticky note. I'll put, "Neil was the first person to walk on the moon." Now I'll put an exclamation point because I think that's super awesome. That is an important fact. That's something that I need to remember. Now when you're reading today in your books, especially a nonfiction book, you're going to have a lot of facts coming at you through fact boxes, captions, pictures, and words and bold words, and you've got to be like a detective and dig through it, and find the really important facts, what the author wanted you to remember. What was that section all about? So when you're jotting down on your sticky notes, jot down those really, really important facts, and what you learned from that section. All right? So try to give that a go today when you go to your independent reading. Remember to get your look books, your leveled readers, any books that you have from the library. Find a nice quiet spot.

T: Remember our yeses (points to chart) what we're supposed to be doing during independent reading and our no's. Once we get settled, I'll put the timer on and the quiet music.

T: Touch your nose if you know what you're going to do today. If you need a sticky note, point to where they're at. (children point) OK, let me have tables 1 and 2 go carefully.

(Children getting things in classroom) T: Let's get our things and let's go. Make sure you're getting your look books, your leveled texts, library books. If you need a sticky note, go ahead and get it now.

Independent Reading: Conference 1

(children reading on rug)

T: (walking towards child holding up sticky note) All right. You have more going? Can I see it? What did you write today? (child points to sticky note on cover of book). Can you read it to me?

S: (reads) This is a mud –

T: Mudpuppy?

S: Its tail helps it swim.

T: It helps - My goodness, will you come to my desk and teach me more about this? Come on, get your pencil. I want to learn more about this.

T: I love this. All these wonderful sticky notes and you've written so much new information. Can you show me where this is in the book? (child flips to page). Oh, is this the caption that you read and you saw some new information from the picture and caption? OK, let's look at this. It says, this is a mudpuppy salamander. Its tail helps it swim. How do you think its tail helps it swim? What do you think? Let's look at it a little. It's kind of thin, almost like a fish, right? Kind of like Buddy? How does Buddy's tail help it swim?

S: mmm – it goes back and forth.

T: Yes, like this (motions with hand). So he's going kind of like that to help it swim. So do you think this picture is underwater?

S: (nods yes)

T: I think so too. So this is kind of like an underwater picture. So he can swim under the water. Isn't that really neat? Yes, that's really amazing. Do you want to stick this right here so when we meet, you can share it with a buddy? Did you learn anything else in your book? Any other information?

S: I don't know.

T: You don't know? I see you have some other sticky notes. Do you want to look at them and show me in the book where you learned this information? We talked about that one the other day, didn't we, about the tail being gone. And this one goes right here. You said that the spotted salamander's tail has poison in it. Do you know why it has poison in it? (pause) Do you think we could find the

answer if we read some more information in the book? Do you think we could? Do you want me to help you? To see if we can find the answer? Yes? Let's read it together. What does it say here?

S: (reads) Spotted salamanders have p--

T: poisonous

S: poisonous tails. The poison can hurt a

T: Oh, that's a big, bold word. You've got your mouth ready.

S: predator

T: Predator, awesome job.

T: Let's look at that. Oh, we learned about that yesterday, about that r-controlled vowel. What is that "ar" going to say?

S: ar

T: Ar, good, and the er is going to say "er". So let's put it together. Gar-ter.

S: snak.

T: Snake.

S: Snake is a predator.

T: What does it eat?

S: It eats salamanders.

T: It does! And what's that right there? What's that label pointing to?

S: a –

T: It's a garter snake! So it – is eating what?

S: (inaudible)

T: The garter snake is eating the (points to picture) – this says "salamander". It says "It eats salamanders." So do you think that garter snake would eat this?

S: (shakes head no)

T: Why?

S: Because if it bites the tail, it would get poison.

T: It would get the poison in it. So do you think that's why it has it? Yes! The poison is to keep its predators away. Do you think the spots – why do you think it might have the spots on it?

S: So it can tell them?

T: Yes, it tells them. It's like a warning symbol that says, hey, don't eat me, I've got poison inside me. Awesome job. I love how you kind of took this information and you answered some questions that weren't exactly on the page. It didn't tell me that the salamander has spots because it's warning its predators. You kind of made an inference there, and you used what you knew to help you. That's awesome. So let's maybe add that to our sticky note. Let's see where we can add it. (reads note) I learned that this is a spotted salamander. Its tail has poison in it. Can we write maybe the reason it has poison in it? And what was the reason? Why does it have poison in it?

S: Because if a predator bites the tail it will get poison in it.

T: So the poison keeps the predators away, right? So write that.

T: I like how you're putting pictures to go with your information so that when you take your sticky notes away and we have to turn the book back in, you still have a visual there to go with your learning. And that really helps you to remember what you learned. So that's a really good strategy, C ____, that you're adding all of these pictures to your sticky notes. Fantastic. Keep doing that, OK? Maybe today when we meet with our group on the carpet, you can share your new learning there. You can tell them about what you learned about their tails. OK? Fantastic job. I'm proud of you.

Independent Reading: Conference 2

T: L___, why don't you get your book and your sticky notes and come sit with me.

T: All right. What book did you get today?

S: Martin Luther King, Jr.

T: Why'd you get this book?

S: I wanted to read about Martin Luther King Jr.

T: Awesome. So what have you read so far?

S: (reads) Martin Luther King Jr. was born in 1929."

T: Oh, so why did you choose to write that down?

S: Because that's when he was born, and I think that's some important information to know when he was born.

T: We've been doing our research with our biographies and that's the first thing we look for, their birth date. Would you keep reading this to me?

S: He grew up in a loving family. When he was nine-dy

T: Nineteen

S: Nineteen he decided to become a minister. His first job was at a church in the state of (pause)

T: Alabama

S: Alabama.

T: Did you hear anything else that was kind of important on that page?

S: Um, he was – his first job was in a church.

T: To become a what?

S: Minister.

T: A minister. That was his profession and that's something he did for the rest of his life, so I think that's something important. So let's write that down. He became a minister. 16:02 And that's kind of what led him to do what he did the rest of his life.

S: Should I put "became"?

T: um-hum. So you see become, so what would we change to make it became?

S: "c-o-m-e"?

T: So we'd changed to "c-a-m-e". Minister is a bold word. So if we didn't know what it was, where could we turn?

S: To the glossary.

T: Yes. Do you know what it is? What's a minister?

S: It's a leader of a church.

T: Yes, awesome.

T: And let's look really quick. The heading says, "Life in the South." Why do you think it says that? What do you think this section is going to be all about?

S: About his life, where he was born

T: And Alabama is a state in the South, so that's probably why they said life in the South. Let's keep reading and see if we can learn something else. Oh, read that!

S: Abraham Lincoln

T: Right here – Alabama -

S: Alabama is in the South where African Americans lived.

T: So when you move on – cause there are a lot of different sections in this book. In the Table of Contents – you've got 2 more sections that you're going to read. So I want to make sure that you're writing down all the important information, so that when you get to the end, you can go back and pull that, all those important facts from the whole book. Do you see what I'm saying? Because it's kind of a longer book, OK? So maybe finish this page and then this page, and then do a quick jot of what you

think is most important on those pages. So you might need another sticky note, because you've got a couple of more sections to go. OK? Good job.

(teacher finishing notes, walks to students on carpet) T: Do you have something that you're going to share with a partner today? So you have a lot. Did you read that today? (S nods no). Let's pick something that you read today. What did you read today?

S: I read half of that.

T: You read half of it? OK. Then what did you learn from it, show me. Which half of it did you read? Can you show me? (child points to page) Hmm – what did you learn here? (child points) Let's look at it.

S: They –

T: "ing" – what does "ing" say? Ing. So they – look at it – bring

S: Bring mail to people.

T: Who is this? What do we call those people?

S: Mail people.

T: Mail carrier or post office worker. That's their job. They deliver mail. They come to your house, don't they? (child nods yes) So this is their career. We're going to have our career day tomorrow. So they bring the mail to people.

T: So are you going to bring this book to the carpet?

S: Nods yes.

Buddy Sharing

T: My friends, you know what to do. Get your one that you would like to share with a partner, just your one and bring it to the carpet. Let's go.

T: Remember when you're sharing with a buddy, I'm going to set the timer for 5 minutes. So one buddy is going to share for about 2 and a half, and the other buddy for 2 ½. When your buddy is sharing, be sure you are sitting eye to eye and knee to knee and listening to them, and then you can ask them questions, you can even add to their learning, or answer some of the questions they had.

(kids buddy sharing)

T: You can't read the whole book, remember, we talked about you can share some facts that you learned, or some questions that you had, OK? Have you shared yet? (child shakes head no). OK, go ahead. Oh, I want to know what K___ learned. Did you already go? What did you write?

S: That nurses fly helicopters.

T: What??? Did you know that? I didn't know that?

S: I mean that's crazy, I didn't know nurses flew planes.

T: I didn't either. Are they flying the plane? You go back with your partner. Can you show us in the book?

S: Maybe there's a picture in the book.

T: Yes, let's see that picture. Maybe we'll get some more information. Oh, there it is. Oh, someone did something bad to a book. Oh, it says, "Do nurses work in other places?" So is the nurse flying the plane? (child shakes head no.) No, what are they doing on there, K? Let's listen.

S: (inaudible)

T: Yes, kind of helping them get on there, probably taking care of them?

S: Maybe they were in a wreck, or a tornado or something? Or a car catching on fire or hurt themselves? They may have to get them fast to the hospital. In a helicopter or something.

T: Yes, the nurse is on there to make sure they're OK. What else did you learn?

S: (reads – inaudible)

T: Do they have to go to school for a very long time to be a nurse? All right.

S: Oh, that's cool.

S: Some nurses work at nights and on holidays.

T: Oh, that's not fun, is it.

T: What I'm hearing from all your notes is that nurses have to study really, really hard, and then have to work really hard, don't they?

Closure

T: Turn forward. The timer went off my friends. I see that a lot of people are excited, a lot of people have learned. Thanks to all those friends who turned back forward like R, who are sitting crisscross applesauce. I heard lots of learning, I heard some comparing going on. Can you sit back so everyone can see? LG, do you mind sharing that sticky note that you and I worked on about the teachers having different jobs? Can you all listen to what LG wrote down about her book?

S: There are different types of teachers.

T: So different types of teachers – do you mind if I grab your book really fast and sticky note.

T: She said she looked at the pictures first, and after she read, she kind of pulled out that most important fact, that there are different types of teachers. Now she could have written down on her sticky note, there is a gym teacher, a substitute teacher, a home school teacher. She could have written all of that, but she took all of that, and put it in her own words, and then put it on her sticky note.

S: Like, all together?

T: Right, like when we add, we put all the numbers together.

T: So she kind of summarized it, and put it into her own words, so that when she's done reading, she remembers it a little bit better. Now, when you're putting your sticky notes in your book, because we get to keep these for a couple of days, I would put the sticky notes where I put the information for right now. Some of my friends are sticking them on the cover, and what's going to happen is when you stick them in your seat sack or reading bags, you're going to lose your sticky notes. And I don't want you to lose your learning, OK. So keep your sticky notes right where you learned the fact. That kind of helps out.

T: You guys did a fantastic job today with your reading. I think we need to do a good bubble clap. Ready?