

**Transcript: Independent Reading Grade 2: Learning from Nonfiction**  
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**Mini-Lesson Part 1: Reviewing Nonfiction Strategies**

T: Well I chose this book, Tadpole to Frog, because I told you before, I'm interested in how in the world they change from an egg to a frog. That's very interesting to me. Yes, you're right, A, from an egg to a tadpole to a frog. So, before I read this book, I'm going to think first of all about my bk.

T: Think in your mind – D, come up please – thank you – Think in your mind, what is BK? Turn to the person beside you and whisper what is bk.

(Students turn and whisper) OK, eyes up here. L, what is bk?

S: What you know already.

T: Yes, what you know already.

T: And I heard a lot of you saying, background:05 Right? What you already know about the subject. Now we've been doing that this week, right? We've been trying to figure out what is our bk about the subject before we learn more about it. So I want you to think, for a few seconds, what is your background knowledge about frogs?

(a few seconds of thinking) T: OK, turn to the person beside you and take turns telling them. (Students turn and talk)

T: (to student) What do you know about frogs?

S: They can swim when they're a tadpole.

T: OK, N\_\_

S: They can go underwater.

T: They can go underwater. How about you W\_\_?

S: They eat insects.

T: OK. How about you?

S: When they're tadpoles they grow feet and tails and then when they're finally full grown frogs they use their tails but not their feet

T: I already know that they are amphibians.

S: What?

T: What? You mean my background knowledge isn't your background knowledge?

S: It's my background knowledge.

T: It might be, it's some of your bk, some of you already knew they are amphibians. So is that OK, that we have different background knowledge? Yes.

T: So my background knowledge is that they are amphibians, and I do know that they change from an egg to a tadpole to a frog. But I don't know a whole lot about that. 28:33 That's what I'm wondering.

So we talked about starting with our background knowledge, and then before we read, ask a question.

S: Read with a question in your mind.

T: Yes, read with a question in your mind. So my question that I'm wondering about is how they change, how that change happens, and how long it takes - just a few days, a few weeks – I have no clue. Do you think I can find that out here? Probably.

So as I read, can I learn from my text features?

S: Yes

T: What's a text feature I could learn from?

S: A heading

T: A heading. P?

S: A subheading.

<p>T: A subheading. D?</p> <p>S: A caption</p> <p>T: A caption</p>
<p>T: OK, so lots of</p> <p>S: a graph</p> <p>T: A graph – lots of text features I can learn from, not just reading the book, right? 29:44 Yes and we have worked on that as well. As I’m reading, when I learn something new, I’m going to listen to my inner thoughts. Now when I learn something new, my inner thoughts go, “What?” or “Oh, that’s cool,” or “Seriously?” Take a second to think about, what does your inner voice say when you learn something that’s new learning to you.</p>
<p>T: Turn and tell the person beside you what your brain says. (Kids turn and talk)</p>
<p>T: S?</p> <p>S: Oh, I didn’t know that.</p> <p>T: I didn’t know that. L, what does your brain say?</p> <p>S: Really, I did not know that.</p> <p>T: ___?</p> <p>S: My brain hurts.</p> <p>T: Your brain hurts. You have so much in there your brain starts to hurt. N, what does your brain say?</p> <p>S: Wow.</p> <p>T: Wow. That’s a good one.</p>
<p><b>Mini-Lesson Part 2: Read Aloud/Think Aloud</b></p> <p>T: I’m going to read my book here, and I always need to make sure I have my sticky notes handy, I just might need one. So, I’ve thought about my background knowledge, I’ve thought about a question I might want to answer while I’m reading, I’m looking at my text features, and if I learn something new, I’m going to stop, think, and what?</p> <p>S: React</p> <p>T: React. That’s right. So you put it in your brain and you think, Wow, or really? Or I didn’t know that. And pay attention to when your brain does that, to when your inner voice says those things. OK. Tadpole to Frog. Now, do I have to read this nonfiction, informational book from front cover to back cover?</p> <p>S: No, there’s a Table of Contents</p> <p>T: There’s a Table of Contents. It’s not a fiction book, so there’s not a story, is it? So if I want to skip over a few parts, is that OK?</p> <p>S: Yes</p> <p>T: Yes.</p>
<p>S: The parts you really, want – you wondered about</p> <p>T: Yes, I’m going to read the parts that I’m wondering about, that</p> <p>S: What you’re trying – your answer, you’re trying to find the answer in the book, not just look at all the pages and read that page</p>
<p>T: But why? Why are we reading this? Are we learning to read still?</p> <p>S: No</p> <p>T: Or are we past that?</p> <p>S: We’re reading to learn.</p> <p>T: What are we doing?</p> <p>S: We’re reading to learn!</p>

T: So we're reading to learn new information, right?
T: So my Table of Contents says, "What is a Frog?, the Story of a Frog, Frogs Spawn, Inside the Eggs, Tiny Tadpoles, the Big Change, Froglets, the Life of a Frog, Back to the Pond, and then we have our glossary, our index, and notes for parents and teachers.
S: You should read The Life of a Frog because that's about an egg that gets bigger and bigger and grows out of the tadpole, and gets bigger and bigger
T: Now you're thinking
T: He says I'll probably want to read The Life of a Frog because that might answer my question.
T: You ready to learn? Let's see. What is a Frog? A Frog is an amphibian. I already knew that, that's not new learning, is it? Not for me. Maybe for you. (reads) It lives part of its life on land and part in water. I knew that. Amphibians lay their eggs in wet places, often near ponds or lakes.
T: It says "Common frogs have smooth damp skin and golden eyes." S: Golden eyes! Ohh! T: That's pretty cool, isn't it. I've never looked that closely. Is that some new learning for us? S: Yes it is.
T: I'm going to stick this here to hold my place and remind me that I had some new learning. Let's put our hands down and keep going. T: All right. It says, Some frogs live in wet rain forests. They are called tree frogs. And you know, when I read that, my brain says, but wait, I know there are some tree frogs around here, at my parents' house. When I was growing up we used to see these teeny, tiny little bitty tree frogs. So my brain, I'm stopping, thinking, and reacting, right? Is that important? Uh, huh. (reads) Most tree frogs are much smaller than frogs that live on the ground. This tree frog's big red eyes and orange feet scare other animals away. Now that's new information. That's really cool, that their feet and their eyes can scare away. S: I don't see how his feet does. T: Look at those feet. Do you think those feet and those eyes make it look like a much bigger animal? S: It looks poisonous. T: It does look poisonous. So I'm going to put a sticky note there too, because I did not know that's why their eyes are so big and their feet are so yuck I think.
<b>Mini-Lesson Part 3: Read Aloud/Think Aloud Continued</b>
T: (turning pages) Inside the Egg, this part doesn't sound that interesting to me, Tiny Tadpoles. Oh, remember this, when I was looking earlier, I saw this page? The Big Change. Is this going to answer my question? Let's see I bet it will. Ready to listen? (reads) When they are about 7 weeks old, tadpoles begin to change into frogs. First they grown back legs. A few weeks later, their gills disappear. Then they swim to the surface of the water to breathe air. So we've got several captions here, because I see arrows pointing. So I see #1, #2, #3, and here's our #4. So let's see what our captions say. (reads) The tadpoles back legs grow first. Then its front legs begin to grow. As its legs grow longer, the tail grows shorter. I remember learning all that. Their tails begin to shrink, and their front legs begin to grow. The tadpoles now look like tiny frogs. And here's another caption here. By the time it is 12 weeks old, the tiny frog is about 1 inch long. T: Wait. S: I didn't know that. T: 12 weeks. That's 3 months.

<p>S: Wow</p> <p>T: That's 3 whole months. And it says that by the time it is 12 weeks old, the tiny frog is about 1 inch long.</p>
<p>T: So, you know that 1 inch is about from here to here. So after it's already been alive for 3 months, it's just this tiny.</p> <p>S: Oh my gosh</p> <p>T: So you know what I'm wondering now, I'm wondering if those little frogs that I saw, I wonder if they were really tree frogs. Or if they were just baby frogs. Because they were about an inch long. Hmm, I might want to look into that. But you know what, I think that's my most interesting point there. That's my most interesting new learning. I'm definitely going to put a sticky note there. OK, should I stop there?</p>
<p>S: No</p> <p>T: Should I keep going?</p> <p>S: Yes</p> <p>T: Can I learn more if I keep going?</p> <p>S: Yes</p> <p>T: Do I want to learn more?</p> <p>S: Yes</p> <p>T: Of course. OK.</p>
<p>T: OK (flipping pages) Froglets, The Life of a Frog, let's see. Oh, this looks interesting.</p> <p>S: eeww, ugh</p> <p>T: It's pointing to its tongue right here. What did your brain just say?</p>
<p>S: Gross.</p> <p>T: Because it's new learning. Did you know that a frog's tongue looked like that?</p> <p>S: NO!</p>
<p>T: I didn't either. But did you stop, think, and react? What did your brain say?</p> <p>S: (eeww, etc.)</p> <p>T: Mine said, eww, that looks kind of gross. So that made me want to read this caption. It says "Frogs can make huge leaps to catch food with their long tongues." So I'm going to continue reading, but oh – my teacher just said, there's your 5-minute warning, go ahead and get down your new learning. So what do I need to do? Can I just keep reading just a little bit more?</p>
<p>S: No, you said your most interesting thing was your last fact, so you've got to write down that.</p>
<p>T: OK, I need to look at where my sticky notes were. This was common frogs have smooth, damp skin and golden eyes. Was that the most interesting fact – not to me. So I'm going to take my sticky note off, and put it back on here, and I can use it again. And then let's see,</p>
<p>T: Here's another sticky note, "this tree frog's big red eyes and orange feet scare other animals away." No that was pretty interesting. But, I still think that last fact was the coolest one of all.</p>
<p>T: (reads) By the time it is 12 weeks old, the tiny frog is about 1 inch long. I think that's my most interesting fact for my new learning. So when I go to my padlet, I've already typed in my bk, now what am I going to type in?</p> <p>S: My new learning.</p> <p>T: And what 2 letters mean new learning.</p> <p>S: NL, BK</p> <p>T: NL. Yes, BK was our background knowledge, and NL is our new learning. So I've chosen my most interesting fact, right? OK So, when I get my 5-minute warning, if I go ahead and do this and start</p>

typing, am I going to be ready in time? Is that going to be long enough? Yes. Are you going to be ready to share when we get to groups? Yes.

### Transition to Independent Reading and Getting Started

T: So our group ground rules. We are going to meet in our two separate groups again today, just like we did yesterday. Yesterday I had the girls up here and the boys were back with Ms. Johnson. Well today we're going to flip-flop. Boys are going to meet with me up here and the girls are going to meet Ms. Johnson back there. OK. If you're a girl, think of what you want to share with the girls, or a boy, what you think they would find interesting as well. Now we will not meet in boy-girl groups all the time. This is just something fun I thought you might like to do. We will do different groupings next time.

T: Join the discussion.

T: Is it OK to just sit and do nothing during the group discussion?

S: NO!

T: Are you going to learn anything?

S: NO!

T: No.

T: Is that the whole point of doing all this, that you're learning new things? Yes, so join in. When your friends are talking and sharing about their books, your brain, you should be thinking and reacting, right. If you have a question, raise your hand. If you've seen one of those or done that before, can you raise your hand? Yes.

T: OK, are you ready for your directions?

S: Yes. Are we going to do the rap?

T: I am going to do the rap.

S: Yea! Yea

T: OK, you ready? Everybody listening? Remember, we only use walking feet, OK?

T: (recording into I-Pad) Go to your seat. Look at your book. Think about your background knowledge. Open your chrome book. Type it in, and then get started reading. Find some new learning and put it in the padlet.

(going to seats with rap)

(kids getting ready)

(girl setting up Padlet)

(kids at tables typing into computers)

(boy with computer)

T: Make sure you're putting your bk first, before you start reading, OK? What do you already know about backyard birds?

S: They can eat worms

T: They can eat worms. OK. Make sure you put BK, so we know it's your bk. So you're going to start with Backyard Birds. Don't just start with "they" because we want to know who they are. So you can say, "Backyard birds eat worms."

T: Now you're ready to learn more, right?

S: Yes, I already have a sticky note.

T: Oh, so you're ready to type in your new learning? OK. So you're going to put NL for new learning, and type away.

### Independent Reading : Conference 1

T: OK, Ms. A, what are you reading today?

S: Sharks.

T: Sharks. That sounds interesting. What was your background knowledge about sharks?

S: I already knew that sharks, they can be big or small, and I also knew that sharks can't breathe air they have to breathe underwater. But they kind of can breathe air, but they just (inaudible)

T: So they get their oxygen from the water, right?

S: But they can't breathe in air because they (inaudible)

T: That's very smart. You already knew that. What about your new learning? What did you learn today?

S: I knew sharks can eat anything because in here, (flips through pages) the sharks, they found like a barrel and a suit of armor. They eat anything, they eat anything they find.

T: OK, can you read to me the part where you learned that.

S: Amazing things have been found in the stomachs of sharks. It seems that some sharks will try to eat almost anything. Here are just a few things that have been found inside sharks. And everything here they found in sharks.

T: That's really interesting. They can eat all these things?

S: Yes

T: I did not know that. Thank you for teaching me that. I don't have time to get through everybody's books and magazines, so thank you for teaching me that. Will you share that with the group? 1:03:03

I think you should also share your background knowledge, about how the sharks, they kind of breathe air, like you said, but they get their air, their oxygen, from the water.

S: But they can't breathe in air.

T: Right. So can you share both your new learning and your bk today?

S: And I also have two other new learnings.

T: You have another new learning?

S: Uh-huh.

T: OK, show me where you found your other new learning.

S: I also found that if sharks stop swimming, then they'll fall and then they die. It says, "Sharks don't have swim bladders to help them stay up in the water. To keep from sinking, they must always swim slightly upright. If they stop swimming, the weight of their bodies – the weight of their bodies pulls them down to the bottom."

T: So if they stop swimming,

S: They fall down

T: They'll sink down to the bottom, and they'll die?

S: So they can never stop swimming

T: I wonder how they sleep? If they have to keep swimming, do they sleep?

S: I know they don't really sleep, they just go like, they have (inaudible) but they still

T: How cool

S: I don't know how sharks sleep

T: Maybe we can look into that. Do you think we can do some research one day?

### Independent Reading Conference 2

S: 2, 3 – I chose 3 to type.

T: Which one do you want to tell me about?

S: There is more than 100 – there is more than 100 and 500, 500, I mean there is more than 150 food something in France.

T: OK, so you're not sure what this word is here? You said, there are more than 150 food – something – in France. That is a new word, isn't it. What do you think it could be?

S: So – so – ki – tis

T: Is it in bold?

S: No. This, this, this, are in bold.

T: So they gave you the pronunciation of those, they showed you how to say those. But there's not one here. What could we do?

S: I was thinking we could change the first e sound

– what the – (looks at computer) zzzzz – How'd that happen? This page was on this –

T: It's OK. Do you think we can look it up? Should we Google it? All right, type it in.

S: (types)

S: I see it has so in it

T: It has so in it

S: So – ki

T: Actually that c you say like the s sound, like in city. So – ci – e – ty. Society

S: Society?

T: What is a society? Do you know what that is?

S: (shakes head no)

T: So let's read here. It says "The community of people living in a particular city or region, and having shared customs, laws, and organizations." So it's kind of like a community, right? That's sort of like our definition that we learned about a community, people that kind of live nearby, in the same region, and they share the same customs and laws and things like that. So let's take that learning back to here. Read that sentence again, and see if when you read the word "societies" that makes sense to you.

S: (reads) Food is important in France. There are more than 150 food societies in France. That makes sense.

T: OK, so what do you think that means? Food society?

S: I think it's a – I think it's a 150 food societies in France a country which is France or a community in France.

T: All right. So that's still kind of unclear to me, because this is kind of like a community, a food community. That's still kind of unclear. Do you think we could go ahead and read the next sentence and it might clear it up a bit?

Let's see.

S: (reads) Neigh – bree – neighbors get tau – get – her – to enjoy their favorite foods.

T: OK. So this was members get –

S: taug - ether

T: You know this word

S: taug

T: to –

S: to – gether. Members get together to enjoy their favorite foods.

T: Now does that make more sense?

S: Uh- huh.

T: Yeah. So it's like a little group that gets together, maybe they all like the same kinds of foods. So they have a group that just does that. Well that's different from here, isn't it?

S: Uh-huh.

T: Would you mind sharing this when we come together as a group. You can share that with the other boys? And you can share how we looked up the word “societies” because I bet they don’t know what a society is either. Can you teach them what a society is? And you can also talk about how they get together and make their favorite foods together.

S: Yes, I can’t believe I’m learning (counts sticky notes) 8 things in this book and some of them are interesting to me.

T: OK Well I’m so glad you are smarter now, and you can make the other boys smarter by sharing this bit of information. OK, let’s go back to Padlet, and you can type in your new learning.

### **Independent Reading: Conference 3**

Mr. N, what are we reading? You’ve already gone on to Dr. Seuss. That’s alright. Tell me about your nonfiction book today.

S: I read “Emergency Vehicles” and I learned a few things about it. First thing I learned was kind of interesting. I read this and I looked at these photographs and captions and I learned that river police use jet skis to control water waste. And the other thing I learned is that horses are often used to control crowds of people.

T: OK, can you read that to me one more time?

S: Horses often used to control crowds of people.

T: Very good, OK. You had left out the word “are”. That’s why I asked you to reread it. But it didn’t mess up the meaning of what it was. So what did you learn about? What did you look at?

S: Some photographs and some captions.

T: So you can learn just from the photographs and the captions. Good. So horses are often used to control crowds of people. Hmm. Have you ever seen that around here?

S: No, I’m guessing they did it back in the 1920s or something like that.

T: Well that’s interesting because I’ve never seen that being done either. 1:16:49 It’s a big crowd of people.

S: It looks like they’re China people so it might happen in China.

T: Oh, do they look Chinese? Let me look closer. You know, you’re right. They’re some sort of Asian – maybe Japanese or Chinese. So, that’s very smart of you, to look that closely. I didn’t even notice them. You are so smart. Will you share that with the class?

S: Sure. And you can even tell the boys that you noticed something that Ms. Long didn’t even notice.

S: And probably in different countries, they do something different with the police officers and stuff like that, like motorcycles and huge motortrikes and mobile controls and some bikes and some jet skis.

T: That’s all kind of different than what we see, right? We might see one on a motorcycle, but most of ours are in what?

S: Police cars. And it says in here, a few things, it says, China, and what’s that name?

T: Italy

S: And Poland and Australia, and they all look different, for police cars and stuff like that. This one looks pretty similar to us.

T: It does. I like that word, pretty similar. It looks almost the same, doesn’t it? OK, cool.

### **Independent Reading Mini-Conferences and Transition to Sharing**

T: Tell me about what you’re reading

S: I’m reading how cars go and how far they can go and what they need. All about cars.



T: What's the title?

S: What makes a car go?

T: And tell me what your bk was?

S: Cars have to have parts that are stable to go.

T: And you already knew that?

S: Yes

T: That's impressive. So I see that you're already in your book, so you're ready for your new learning. Have you learned anything new?

S: Cars are made of metal planes.

T: Metal planes. Hmm. Can you read to me the part where you learned that?

S: Car bodies are made from strong metal planes. They're panels. Metal panels.

T: Oh, they're panels. Not planes. That makes more sense to me. Does that make more sense to you, to say panels, instead of planes? OK.

T: What do you have, C? You have BK, you learned you can wear a little white thing on your wrist – what does that mean? Oh, on your wrist.

S: (points to picture in book)

T: Oh. And you learned that from the picture, didn't you? (reads from his Padlet) I learned you have to put one hand on top of the other –

S: It looks like that hand is on top of that hand—

T: So you're learning from your text features, like we were practicing a while back. Very smart.

S: I just get one page, and I just look at it for a while, and then I figure out this, like I learned that they can't wear gloves because I don't see gloves on the players.

T: Well that's very smart of you, to notice what they don't have. Very smart. When we get together on the carpet, will you share how you learned from your text features? Thank you.

T: (looking over child's shoulder) 2 new learnings? Tell me what you typed in here for your new learning.

(Student reading from Padlet screen) famous

T: Famous

S: (inaudible, close up of Padlet)

T: How did you learn that? How did you know that was called a tower?

S: Cause I read – "And the Tower Bridge is" and I figured it out.

T: So the Tower Bridge is the most famous of these bridges. So it must be a very famous bridge. That's interesting. Very cool. I'm glad you're going to share that with your friends.

(Timer goes off, children assemble materials to take to groups.)

T: Boys on the carpet, girls in the back, remember all of your materials, your book, your padlet.

### **Group Sharing: Part 1 (Boys)**

T: we can all hit the circle up at the top that has the arrow on it, and that will refresh your page, and you will have all of the new information on there.

T: So remember yesterday, we said we were working on giving some eye contact, let's look at the person who's sharing. OK, C, you are very eager to share yours.

S: So, right here, my sticky notes, this famous bridge, the reason I knew it was famous is cause I read, The Tower is – Bridge – is the most famous of these bridges.

T: OK, speak a little louder so they can hear you. Can you show them the picture and what country that's in?

S: It's in England.

T: It's in England? It's in London, which is a part of England. Tell them again the name of this bridge?  
T: Is it the Tower? Tower Bridge. And that's one of the most famous bridges. OK, do we have any questions or comments?

S: C

S: Do you – how do the – how can like, you know how there's these big boats that have people on them and stuff, and people can live in it, the boat, how can it go under the bridge when it's so big? When the boat's so big? Cause I see some boats, but I want to know if a big huge boat could go under it.

S: Well I think right there, there's somebody in there, and there's like a button, and that side goes up and that side goes up and they raise it up.

T: Like a drawbridge, so it raises up when the big boats

S: I didn't even think of that –

S: It would probably be huge.

S: Does anybody else have a question? Can I take one more?

T: One more.

S: Is it like strapped on? Like, how does it get pulled up? Like does it have a strap?

S: I don't know. I think it has like a belt and it retracts it to make it come up. 4:41

S: Like most bridges that I've seen in books, like on dump trucks, you know how they have things that make the –

S: They're probably built in

S: It might be electric.

T: Do you think we could maybe do some research about that and find out exactly how it works?

S: This –

T: OK, let's just share one thing. Let's let somebody else share.

### **Group Sharing: Part 2 (Boys)**

S: (reads from Padlet): I learned that people in French get to-gether to enjoy their favorite foods.

T: And what are those groups called, A?

S: (picks up book and begins to look for it)

T: It started with an s; Soc – Were they societies?

S: It's called a society

T: Yes, it's called a society. Do you guys know what a society is?

S: (many) No

T: We didn't know either.

S: A society is a country or a state.

T: It's kind of like a community?

S: Yes

T: We Googled "society" and it said society definition, and we said, yes, that's what we want to find out. And the definition that we read was almost like our definition that we had for a community.

S: Just a little bit different. The society members get together and bring their favorite foods with them and they enjoy it.

S: Do you have a picture in the book of a society?

S: No it don't show their picture

S: No I meant where you went to Google

T: On images

S: No it just shows a French chef cooking their favorite foods.

S: So similar –

S: So would that be like Inman getting together and bringing all their foods that they enjoy?

T: OK, hold on one second. N had something going here. Let's all listen to the same person. Say that again.

S: In the book I heard you say it would be like South Carolina, a state in the United States. But does it say a town could get together. Like say all of Inman wanted to bring all of their favorite foods and get together, is that sort of a society?

T: I think it is. Yea. But in his book they said they have over 150 of those food societies.

S: Wow

T: So over 150 different groups get together.

T: So I was able to talk with several of you, and I noticed that you had a lot of good background knowledge, and you thought about it, and you put it down and then you opened your books and read and saw. I talked with S. So S, what book did you have, and what was something that you learned?

S: The Story of the White House.

T: The Story of the White House. What was your new learning today?

S: I learned the office (inaudible)

T: So it's shaped – what's it shaped like?

S: An oval.

T: It's shaped like an oval. And whose office is it?

S: Him

T: The President's office. So if you have a question for S, raise your hands. 1:14

S: Does he work there, or does he do other stuff there?

S: I don't know.

S: Does the book say like, if Presidents have helpers or something like that?

S: No

T: Didn't you see a picture that had some people who protect the President? This one – who are these people?

S: Guards.

T: Guards. And if there are other people throughout, they probably help the President.

S: How many rooms are in the White House?

S: Just one, one room.

S: One? There should be a lot of rooms.

T: So you didn't read about that section, did you? So you can read about that another time.

T: R\_\_, could you share with us what book you have and what your new learning is? Hold your book up for us to see.

S: Hold your book up.

T: What is it called?

S: It's called Pyramids of Egypt

T: OK. And what did you learn?

S: I learned that pyramids are made out of bricks.

T: OK. Show us the picture. Oh, how interesting. Hmm, I have some questions too. OK. If you have a question or a comment, raise your hands.

S: I wonder 2 things. How big is a pyramid and what is it made out of?

S: What was your first question?

S: How tall is it?

S: (looks in book)

<p>S: (inaudible)</p> <p>S: And what was it made out of?</p> <p>S: Bricks</p> <p>S: Because I thought it was made out of sand.</p> <p>T: Yep, so that was some new learning for us too. It was made out of bricks. And maybe they covered it up.</p> <p>S: How many bricks does it take to build a pyramid?</p> <p>T: Did it say in the book?</p> <p>S: (looks)</p>
<p>T: So it's not on that page?</p> <p>S: Shows picture.</p> <p>T: OK. So that's something that as you keep reading the book, you'll find out and let S know.</p>
<p><b>Closure</b></p> <p>T: What I'd like for you to do, when I ring the bell, I want you to walk to your seats, x out of your padlet, set your book and your chrome book on your table.</p> <p>S: I love to read now since I have a library in my room, and my brother's room.</p> <p>T: So you love to read now that you have a library in your room and your brother's room?</p> <p>S: Yes</p> <p>T: What do you mean, a library?</p> <p>S: There's like a shelf of books.</p> <p>T: Oh, awesome. So there's lots of things to learn.</p> <p>S: I love to read because we get to use our Chrome Books and do that thing and I just did 9 things and it blew my mind!</p> <p>T: OK, are we ready to bring it back together? So we learned lots of good stuff today, yes?</p> <p>T: Do you feel smarter?</p> <p>S: Yes!</p> <p>T: You know what you need to do – kiss your brain.</p> <p>S: (motions)</p> <p>T: OK, guys. Attention please. So as you were reading today, you went off on your own, you were reading. Did you think about your background knowledge?</p> <p>S: Yes</p> <p>T: Yes. Did that get your mind thinking about what you were about to read?</p> <p>S: Yes</p> <p>T: Yes. Did you maybe have questions as you started to read?</p> <p>S: Yes</p> <p>T: Yes. What about, when you learned something new, did you stop, think, and react to it?</p> <p>S: I did. Lots.</p> <p>T: Lots of you did. I saw a lot of that happening. And that is awesome, because that is what good readers do. So I want you to give yourselves a fantastic. Ready?</p> <p>S: Fan- tastic!</p>