

Lesson Transcript

T = Teacher (Philippa Haynes, New Prospect Elementary School, Inman, SC) , S = Students

CONNECT/ENGAGE

T: Alright, guys, the last few weeks we've been doing a lot of learning about informational text features. Who can remember, what were some things about why it's so important for us to understand how to use informational text features. Who remembers, what would I use an informational text for?

S: So you can find certain parts of the book.

T: You're exactly right. Expand on that for me. What do you mean, to find certain parts of the book?

S: CAPTION: Like you can use the table of contents.

T: Oh, so what would you use the Table of Contents for?

S: To find a certain page.

T: You're exactly right. Because what's the neat thing about informational text that we've learned? What's something we've learned that's kind of our second grade secret? B, do you remember?

S: You don't have to read every thing in it.

T: That's exactly right. When you're reading a nonfiction book, or informational text, do you have to read it page by page?

S: (unison) No

T: Isn't that so neat? You can kind of figure out what am I interested in learning about. That's why I love informational text so much, you have that ability.

Today we're going to start a new adventure. You are going to be researchers. Who remembers what it means to be a researcher?

S: It means like to research something like when we made those books, you researched things like hermit crabs and stuff.

T: Well, today, you guys are going to get to do some research about severe weather in the US. We've talked a little bit about these different regions, but this week and next week we're really going to look at the severe weather for each of these regions. Before we get started any more though, what is severe weather?

S: That means, like weather all around the world, all around our country.

T: What do you mean by weather all around our country?

S: So, say it was a sunny day here, it's not sunny everywhere.

T: You are so right, it's true that if it's sunny here it's not sunny everywhere. But what about severe weather, think about what that word severe might mean.

S: Bad

T: Ooh, can you give a synonym for that, bad? Can you help her out?

S: terrible

T: Yes, so what would be some terrible weather that our country might have? What would be an example, H, can you think of something?

S: That thing like where there is like that big wave

T: Oh,

S: (many voices) Tsunami

T: Tsunamis. That is heavily on you guys' minds right now. Give me another example.

S: Hurricanes

T: Hurricanes

S: Tornadoes

T: Tornadoes. Did you have something else you were thinking of, J?

S: Lightning and thunder.

T: Oh, lightning and thunder.

T: So it sounds like there are a lot of different types of severe weather, right? We're going to research today about what types of severe weather occur in different regions of our United States.

MODEL 1

T: I want to show you first. So I'm going to show you an example, and we're not going to look in the US for our example, we're going to look at a part of the world (shows on globe) that is right over here, kind of the southeast of China.

T: So I have a basket and in my basket I've got a lot of different resources, don't I? I have several things that are going to tell me about severe weather in that area. I've got some I-pads, and if you just click the button to open it, you're going to find some videos or some E-books that are already pulled up for you. So I've got some videos it looks like, I've got – oh, this one's an E-book, I like these E-books, don't you?, I've got some books like you would check out from the library. I've got some articles in here, lots of different information about severe weather in this part of the world that I'm interested in learning.

T: So what should I start with? An E-book, an article, a book? Whatcha thinking?

S: E-book.

T: Oh, I think I probably should, shouldn't I. So I'm going to look – oh, this is neat, this is a U Tube video. I bet this will tell me some cool stuff, should I play it?

S: Yes

T: Yeah.

(Video playing): A tsunami is a series of fast moving waves triggered by an underwater shock.

Tsunamis are usually caused by an earthquake or volcanic activity, but other underwater activity can also be the cause

T: OK, so what do I already know? What's a type of severe weather that happens in this area? Already know it right off the bat. What did I learn?

S: Tsunamis

T: Tsunamis! Oh, all my friends talk about that at school, I want to hear more about it. (Pushes on again). "Tsunamis

Video: "About 75% of tsunami warnings turn out to be false alarms. Still, scientists continue to monitor areas of high earthquake or volcanic activity, such as the Pacific Ocean's Ring of Fire.

T: Oh, look at this

Video: Where about 85% of the world's tsunamis occur. This will help warn people in areas...

T: Did you guys see that map? That was a cool map. Where did it say that most of them occur? Well what should I do? Is that the end of the video, does that mean that I can never go back?

S: (inaudible)

T: Oh, so I can go back. Let's go back to the video.

"Scientists continue to monitor...

T: I'm interested and it's coming up. (Video continues) The Ring of Fire.

Video: where 85% of the world's tsunamis occur."

T: So 85% of the world's tsunamis occur in the Pacific Ocean in this area. Well that would be kinda good to know, don't you think? So does that mean I have to worry too much about a tsunami when I go down to Myrtle Beach?

S: Nope.

T: It's also like a wow fact. Is it something C, that you would want to run upstairs and tell C right away and say, you've got to listen, this is something I learned today? Is that the kind of fact you'd want to

share with him? Yeah.

S: So what I'm going to do, I'm going to come to my chart and I'm going to write that down because I really think it's important to write down information that I've learned that is going to help me learn something new. So what should I write down here on my facts part? AJ, what are you thinking?

T: Tsunamis usually appear in – um – the Pacific Ocean.

S: In the Pacific Ocean in the Ring of Fire. And the Ring of Fire just refers to this area right here that hugs all of this area of the world.

(T is writing): Ocean

S: In the ring of fire.

T: In the and then I'm going to put that in quotes – nickname given to an area – Ring of Fire. Cool. Am I done learning about tsunamis?

S: No.

T: No. Am I done learning about that area?

S: No.

T: No! I can't wait. Look, I'm going to go through here and get some other stuff.

MODEL 2

T: Oh, oh, OK I've got the E-book, take a look at this. This E-book is called "Hurricanes and Typhoon Alert" Now this book just looking at the Table of Contents, look kind of what?

S: Long

T: Kind of long.

S: You don't have to read the whole thing!

T: I don't!

S: Just flip to what you want to read about.

T: Oh. H, you are so right. I'm going to take a look at some things, and let's see. This book is about hurricanes and typhoons. There are lots of cool things in here – Eye in the Sky, Life of a Hurricane, Famous Hurricanes, Hurricane Safety – ooh, Hurricane Safety – Surviving the Storm. If I were in a tsunami, or a typhoon, do you think I'd want to survive that?

S: Yes.

T: I'm going to turn to that page. So what page do I need to turn to, H, help me out. What page do I have to turn to if I want to read Surviving the Storm?

S: 26

T: Oh, he is so helpful. I love that. OK, let me go to page 26.

T: Let's see, I'm going to keep looking – oh, this book is about tsunamis. Now I already learned that they have tsunamis in this part of the world, but let's see what else I can find. You know what, I can't get out of my mind how much damage can be caused by tsunamis and typhoons, and you know the only thing going through my mind is how can we keep people –

S: safe.

T: Safe. I'm interested in that, so I'm going to turn to the Table of Contents and find a part that could talk to me about how to keep people safe.

T: (reading) "In addition, many people" – Oh!! – I can't believe what I just read. "In addition, many people in the tsunami's path didn't have TVs, phones or email, so even if warnings had been sent, they wouldn't have reached the people in time." So there was no warning for them.

T: So what did I learn about their warning system?

S: They didn't have one.

T: They didn't have one back in 2004. So there wasn't a system for what

S: People to be safe.

T: So what should I put as my fact over here that I thought was really interesting? Ms. R, what should I say?

S: You could put, back in 1004

T: Back in 2004,

S: They had no warning system.

T: (as she writes) And what did they say would have happened even if they did have one?

S: They wouldn't get there in time.

T: Not that they wouldn't get there in time

S: They wouldn't receive it

T: Let's listen up. Let's read it again. That's what good readers sometimes have to do, right. If I can't remember everything I read, I have to what?

S: Reread.

T: I have to go back and reread it.

Cause that's what good readers do. Sometimes you have to reread something again to make sure you understood what you read.

T: (reads) Many people in the tsunamis' path didn't have TVs, phone, or emails, so even if warnings had been sent, they may not have reached many people." What does that mean?

S: It wouldn't reach people

T: So even if they had these systems, it wouldn't have reached –

S: many people.

T: That's important, isn't it? I'm going to write that down.

T: (writing) because there was no electricity. Wow, I learned a lot about severe weather in the Pacific Ocean, didn't I?

S: Just reading a few things.

T: I know, just reading a couple of things and I already feel like I've learned so much.

TRANSITION TO INDEPENDENT/COLLABORATIVE PRACTICE

T: Are you guys ready to read about severe weather in an area of the country that you are interested in reading about? Love that. Yesterday you told me which area you were most interested in learning about, so today I put you in groups for that. In your buckets, you are going to find a whole bunch of resources. Now, when we did these, did I just choose one book and pull out a bunch of facts and say, "I'm finished!"

S: No

T: What did I do?

S: You looked in the Table of Contents.

T: I did use those text features to find what I was interested in.

T: But did I just use one resource or did I use several?

S: No! Several.

T: Oh, so do you think it would be a good idea to pull information from several resources in your bucket? I'm thinking so too. What about when we made our facts. Did I sit there with the book and copy word for word what the author wrote?

S: No

T: Why can't I do that?

S: Plagiarism.

T: Yeah, I can't take it word for word. Now can I think back in my brain what did I read about and then write it down?

S: Say it in your own words.

T: Yes, say it in your own words, cause that's what researchers do, they take information from other places and make sure they say it in their own words. One last thing before we get started. Did I, when I did this, did I just do it by myself and not talk to anybody and just sit here like this. What did you notice me doing the whole time?

S: (inaudible)

T: Talking to my group. So when you guys get into your groups, am I going to expect to hear you talking

to your friends about what you're reading and what you're learning?

S: Yes

T: Absolutely! That's what researchers do. They have conversations with other people who are researching the same topic in order to figure out – what did you learn? What did you learn? Hey, look at this! I want to see that going on today.

T: We have, in learning about severe weather in the Northeastern part of the United States, we have Ms. CR, P, and L. I have your papers and pencils already to go. Ladies, if both of you will find a place to work in the room, and P, will you help her carry that, because it's a little heavy. (children getting their baskets) I know you are so anxious. And then the Midwest, G, H, and R, and I'm going to let you guys just stay right here, OK?

INDEPENDENT/COLLABORATIVE PRACTICE 1

(Students working in groups)

T: There must be a lot of lightning out there.

S: (reads from book): Lightning safety.

T: Yes, it does. I wonder why it keeps talking about lightning safety!

S: (excited) CAPTION: So you can be safe, so you won't get hurt.

T: OK, Ms. C., take a look . What's that?

S: It might be a hurricane

T: How do you know it might be a hurricane?

S: Because hurricanes spin around. And they're like white

T: What's the white stuff? What do you think that white stuff could be?

S: (no answer)

T: Do you think we could read about it and find out? Let's see. 33:58 It says, " A hurricane is a huge storm. It can be 600 miles across." 600 miles! Do you know how long that is?

S: No.

T: Do you know a mile is 4 times around a track. You know like when you go to the football games and see the track. You'd have to run around that 4 times to go one mile. And this is 600 miles. Whoa! That's big.

T (reading) The center of the storm, or eye, is the calmest part. It has only light mist and fair weather. Many of the times you can see the clouds circling around it. Oh, so what's that white stuff?

S: The eye

T: You're right, right here in the middle is the eye. But what was this white stuff around it?

S: ummm. Houses?

T: Shall we go back and reread it? Yeah, I think so. It says, "You can see when the clouds are moving around the eye.

S: Clouds

T: Clouds!

S: CAPTION: Tornadoes can pick up fish. (reads) A tornado picks up a fish and drop it many --

T: Oh, so when you told me earlier, I wonder if they can pick up a shark, maybe not a shark, but a what?

S: A fish.

T: A fish! That's kind of neat –

S: CAPTION: I've watched a movie when they pick up a shark.

T: Have you? Was it a real movie?

S: No

T: No. It was fake. I had a feeling. But that would be an interesting fact you could write down. That would be a wow fact. That would be a fact you would definitely want to go tell Miss R.

T: What else did we learn about? Oh, you found something. What other type of severe weather do they have?

S: Lightning.

T: Lightning. What is lightning. Do you know?

S: (Nods yes)

T: If I wanted to find out what lightning was what would I do?

S: Go to chapter 1.

T: OK, I could go to Chapter 1. Why Chapter 1?

S: Because it tells you right in the front, "What is lightning?"

T: Well that would answer my question, wouldn't it. OK, so let's see what it says about what lightning is.

S: (reads): Lightning zigs. Lightning zags. This book will tell you all about this bright flash in the sky.

There are about 9 million lightning strikes in the world every day.

T: 9 million. Every day. 9 million! I never knew that, did you?

S: (shakes head no).

T: I didn't know that. Has it told us what lightning is yet, though?

S: (shakes head no)

T: So what do we have to do?

S: Keep reading.

T: Yep, I've got to keep on reading.

S: (reads) Lightning is a giant spark. This spark is made inside a cloud.

T: Hmm. I wonder how it is made in the cloud.

S: (reads) A single bolt of lightning can go all the way down to the ground.

T: Does that make you think about anything? What does it make you think about?

S: How does it get all the way down to the ground? Sparks are just like little.

T: Yes, so the sparks you know –

S: Kind of on a long, straight line.

T: Yea, so it would have to travel a long way, wouldn't it. I don't know, that's a good question.

T: So we've learned that in the Midwest, they have lightning, they have tornadoes, and they have –

S: Blizzards.

T: Blizzards!

INDEPENDENT/COLLABORATIVE PRACTICE 2

S: (reads): CAPTION: Read this last part

T: Read it to me

S: It says, "Lightning kills or injures more people each year than tornadoes or hurricanes. Between 75 to 100 people.

T: And that's lightning. So we always worry about hurricanes and tornadoes, but do we usually worry about lightning? Do you think we should?

S: (nods yes)

T: Yea, I think the same thing. I think you're exactly right.

T: (To other student): Have you started writing down your facts yet? I saw something over there, so do you want to go get it? That would be an interesting fact to write down.

T: What other types of severe weather do we have?

S: Floods

T: So should you write something about floods maybe

S: I already did.

T: You did!

S: (reads and tells) Sometimes you can put sandbags at the front of your doors and it won't get water in there. 50:08

T: Did you have to do that when there was all that flooding around here? Did your family have to do that?

S: (shakes head no).

T: No. They had to do that in Columbia.

S: Did you think about sandstorms?

T: Are there sandstorms in this area?

S: No.

T: Not in this one. If you didn't find a book about it, that means it's probably not here.

S: (Reading) Inside each truck is a driver, a ---

T: get it started

S: Naav

T: flip that a sound

S: Nav gator

T: Navigator, good boy

S: Navigator and a – radar – operator

T: Operator. The navigator guides the driver and the radar operator studies the storm. So what does it look like they're doing for the tornado?

S: Studying the storm.

T: Yes, they're tracking it. Why do you think it would be important to track it?

S: To let people know where it is.

T: Why would that be so important?

S: Because people might live over there

T: Ohhh

S: And if they don't know, the tornado can just come and wreck them 54:22 and what if people are outside.

T: I know. I'm telling you, that wouldn't be good, would it. So what else can we learn about tornadoes?

S: Go to another page.

T: OK, get it going, let me see.

S: (turns page)

T: Hmm. So what do you think you're going to read about on this page?

S: Maybe how the tornado works?

T: You could. Where could you look where it would tell you what you'll learn about.

S: Table of Contents.

T: Well, we're on this page already.

S: (points to heading)

T: What's that called, do you remember? The part at the top of the page -

S: heading.

T: The heading. So what is this heading?

S: (read) Tornadoes on the Ground

T: So what do you predict you're going to read about?

S: Tornadoes on the ground.

T: What happens on the ground. So let's read and find out what's happening.

S: (read) The driver goes in position

T: position

S: so that the thunderstorm will go between the two trucks where the radar shows the parts of the thunderstorm beginning

T: OK, so let's take a look at this diagram. This is kind of neat how they've done this. Here's the tornado forming, and where have they put the trucks – they've put them positioned one on each side.

Why did it say they were doing that?

S: Because – because – it won't hit them.

T: Well, they're actually getting pretty close to that tornado, but they must be doing it for a reason. We don't just drive up real close to a tornado, do we, unless we have a purpose. So what do you suppose their purpose is, if they say they have these radars crossing right there in the middle of the tornado. Why do you think they're doing that?

S: Maybe air could blow it away?

T: Do you think that radar is going to blow it away?

S: No

T: Probably not. What do you think they're trying to do though. Go back to what you said about trying to keep people safe.

S: Trying not for the tornado to hurt anybody.

T: Yes. If these scientists can say exactly where this tornado is, and where it's going –

S: Then they can let the people know so they can get away from it.

T: That seems like a wow fact to me. You agree?

S: Yes

T: That's a really cool fact. Basically these people are risking their lives to track that tornado and save other people.

T: So what would you write down as your fact? If you were going to go tell that to A right now, if you were going upstairs, what would you say?

S: Scientists get close to the tornado on each side so they can let the people know exactly where

T: What do they do to track it? Do you remember what that was called?

S: Radar!

T: Use your friends to help you. You don't have to do it by yourself. That's what researchers do, they talk with their friends.

SHARE

T: I need 5, 4, 3, 2, 1 At this point will you please make sure that all of your resources are back in bucket, and then if you will bring the buckets to carpet, and you can put your papers in their as well, papers, pencils, all can go back in the bucket.

T: When you guys were researching, you found out a lot about severe weather in your area of the country. Who'd like to share? (lots of hands shoot up). Tell me first, what type of severe weather is in that region, and second, an interesting fact you found out about that type of weather.

S: (AJ) Southwest. They have tornadoes. There's two trucks that come to search them and there's one truck from this side and one from this side and they see where the tornado and where it's going and stuff, and then they can warn all the citizens about where it's coming and stuff so the people can probably get away from it.

T: Wow. Did you guys know that people do that when they're tracking tornadoes? Did you guys know that? They'll have two people surround the tornado and then they'll – what did you say they use - they're pushing off into the tornado, we talked about it, they're using what –

S: radar (another child from the group)

T: radar. G was in that group. They're using radar to track the tornado to see where it is and where it's going and you figured it's for what?

S: To warn the people.

T: Wow. That's an interesting fact. Thank you for sharing it.

S: Bryson, tell us your region and your severe weather and what you learned.

S: Ours was southeast and there are floods, tornadoes, lightning, hurricanes.

T: Oh my stars, so you have lots of severe weather. Tell me one interesting fact you learned about one of those types of severe weather.
S: The fastest time of a tornado is 710. T: 710 – what? S: 7:10 pm
T: Oh, what time they usually occur is between 7:00 and 10:00 pm. I had no idea about that. Did you guys know that? I didn't know that at all.
S: Northeast. T: OK – the pink area of our map. What types of severe weather do they have there? I know they have lots.
S: Blizzards, floods, lightning, hurricanes T: So lots of types of severe weather. S: The electricity can turn into lightning. T: Oh, so you've got electricity from what? S: houses. T: Houses? S: I'm not sure.
T: Oh, so what could we do to figure out that answer, what could we do? S: Power lines. T: What could we do in order to find that answer if we're not sure? Instead of guessing. S: Look it up. T: So we could go back and look in more resources.
T: I'm really thankful to you for sharing all this information with me. Did you guys learn a lot about severe weather in your region? S: Yes
T: Let's do this – as our final share, turn to your partner and share with them the coolest thing you read about today. (Children turn and talk)