

## Taking Notes with Kindergartners

TEACHER: All right, boys and girls, today for our writing time, we are going to continue to work on our research project. Before we work on our research today, I want to talk about the features of a great report. We made our poster after looking at really good nonfiction writing.

After we started looking, we wrote our own nonfiction report. And we wrote a report about--

STUDENT: Teachers.

TEACHER: Teachers. We wrote a report about teachers. Let's look through our report and see if our report together has all of these features of a great report. The first one says includes facts. So today when you're working on your report, what part of this are we working on? If we're looking at books getting information, are we working on pictures?

STUDENT: No.

TEACHER: No. Are we working on the title?

STUDENT: No.

TEACHER: No. Are we working on the labels?

STUDENT: No.

TEACHER: Are we working on the facts?

STUDENT: Yes.

TEACHER: We are. We're working on the facts. So let's review what we've done so far. Everyone picked their own job to do research on. So some of you have police officers and some of you have firefighters and some of you have nurses and doctors. So we started with our chart that said what we think we know, yes we were right, and new facts. And this is Mrs. Pierce's example. Mrs. Pierce is doing a meteorologist because that's what I want to learn more about. And from what we think we know, I wrote I think they tell me about weather. I think they use computers. And I think they have to go to school.

STUDENT: Mrs. Pierce, you just put--

TEACHER: Those are the things that--

STUDENT: Different emphases.

TEACHER: Those are the things that I think I know about meteorologists. So today, how do I find new facts or try to confirm my schema? Where do I need to go? Zoe?

STUDENT: To school.

TEACHER: I am at school so where do we need to look? Abby?

STUDENT: You have to look in the book.

TEACHER: I have to look in the book. Or if that place on the computer that we've been working in PebbleGo, if that had meteorologists, could I look there also for information?

STUDENT: Yes.

TEACHER: I could. That didn't have meteorologists, so Mrs. Pierce is going to look in the book. Today we're going to answer the question what tools does a meteorologist use. And you're going to answer the question what tools does a--

STUDENT: A vet uses.

TEACHER: What tools does a veterinarian use because you're doing veterinarian. What are you going to do, Lucy? What tools is a-- what tools does a--

STUDENT: Doctor.

TEACHER: Doctor use. How about you, Sebastian. What are you doing?

STUDENT: I am doing police officer.

TEACHER: So what tools does a police officer use? That's the new facts that you're looking for, or you're looking for facts to say, yes, I was right from our schema. All right. So let Mrs. Pierce show you what she would do, and then I will send you off to do your research.

This part in this book-- remember we've been looking at nonfiction, and at the very beginning it has that table of contents. And this table of contents actually has a section, tools of the trade. I think that part is going to be about--

STUDENT: Tools.

TEACHER: The tools they use. So I'm to turn to that page, and it said page 14. So I'm going to turn to page 14, and I'm going to find tools of the trade. Tools of the trade.

Now we know Mrs. Pierce is a pretty good reader. Some of us are pretty good readers already, too. But if I read this, where can I get the information?

STUDENT: Looking at the--

TEACHER: Thank you, Leila, for raising your hand.

STUDENT: From another teacher?

TEACHER: You-- I could get it from another teacher, but what about you? Where are you going to get the information? Kanza, I heard you start to say something, then you raised your hand. Where are you going to get the information if you can't read it?

STUDENT: Have to look at the pictures.

TEACHER: You're going to look at the pictures and get that information from the pictures. Remember that's called visual literacy. We're going to use our pictures to gather information. We're going to use our pictures to gather information. Look what else do they use.

STUDENT: Computers!

STUDENT: You were right.

[INTERPOSING VOICES]

TEACHER: What do they use? Kanza, I love that hand today. What do they use?

STUDENT: Computers.

TEACHER: Computers. And what did you say, Gianna?

STUDENT: You were right.

TEACHER: Yes! I was right because I thought they used computers. So do I have to write a new Post-it?

STUDENT: Yes.

TEACHER: No.

TEACHER: No.

STUDENT: Yes, we were right.

TEACHER: So I'm going to move this. Good job, Maricella. I'm going to move this to yes.

STUDENT: You was right.

TEACHER: We were right. I was right. How many you think that you can go back to your spots and work with your partners to gather information?

What they do today. What are we looking for today?

STUDENT: What they use.

TEACHER: What they use, the tools that they use. So specifically you're going to try and find out information about the tools. But if you have extra information, you can write that down, too. So the two of you are working together. The two of you are working together. And the two of you are working together. Correct? Do you have a book?

STUDENT: Hey, now I got two.

TEACHER: What books have you-- did you use this book yet?

STUDENT: Yes.

TEACHER: You guys can use this book to find information. You're looking for information about the tools that they use, Patish.

STUDENT: Where's the leg at?

TEACHER: You've got them on the front of yours, right? You've got some. So remember you need to share this book. Then you need to sit close to each other to do that sharing.

STUDENT: We have to draw the firefighter?

STUDENT: Oh, I know the benefits information. They use hoses and stuff.

STUDENT: They use pipes.

STUDENT: Ooh, ooh, [INAUDIBLE].

TEACHER: Oh, nurses help? What tools have you found?

STUDENT: They use that.

TEACHER: They use that. Do you know what that thing is called?

STUDENT: Stethoscope.

TEACHER: A stethoscope. Very good. Are you going to draw a picture of the stethoscope, or are you going to try to write stethoscope? You're going to draw a picture. What are you going to do, Kimberly?

STUDENT: Draw a picture.

TEACHER: You're going to draw a picture. I'll get you a pencil. Just a second. OK?

STUDENT: OK.

TEACHER: You're going to draw a picture? So did the [INAUDIBLE] pass this house? Because remember, we're trying to share with our group, right, to make sure. So make sure Yasenia sees that, too.

STUDENT: I want to do a picture.

TEACHER: What is that called? What are they doing there? Does Maricella know, because aren't you guys working together? If you're working together, you should be using one book. What is that thing for?

STUDENT: It's-- I'm measuring you with my pencil.

TEACHER: Ooh, to measure how tall you are or short you are? What else does it measure besides that? It measures how much you--

STUDENT: Weigh.

TEACHER: Weigh. Good. How much you weigh. That's called a scale is what that's called. It's called a scale. So you can put yourself-- you could draw a picture, or you could write the word. Is that a tool that doctors use?

STUDENT: Yes.

TEACHER: Yes. Nice. Here is farmers. And we're going to find t-t-tools. Which one is t-t-tools? This one is tools. Good. So we're going to click on tools.

COMPUTER: Tools.

TEACHER: Tools. So I want you to push this button on here and it'll read to you the information. Ready? All right, go ahead.

COMPUTER: Farmers need many tools to run a farm.

STUDENT: Whose is that?

COMPUTER: They plant and harvest crops with tractors and combines.

TEACHER: Did you hear that?

COMPUTER: They fix machines with [INAUDIBLE].

TEACHER: Did you already have tractors? They use tractors. And then they said something called a combine. This is a combine. This is a combine. A combine-- look at what it's doing. It's mowing all of the crops so they can use them. Can you write the word combine and draw a picture? And then I'll come back.

[INTERPOSING VOICES]

What tools have you found?

STUDENT: They use computers.

TEACHER: So what tools have you found that veterinarians use? You didn't find any yet? All right, make sure you're looking for tools that they use.

[INTERPOSING VOICES]

STUDENT: They're using tools.

TEACHER: You can look at the other ones also. I want you to start with tools and make sure that you look for tools today.

[INTERPOSING VOICES]

I will help you in just a second.

[INTERPOSING VOICES]

Leave that here a minute and keep looking in your book until it loads.

[INTERPOSING VOICES]

STUDENT: Checks people if they're going going to go to a [INAUDIBLE] too fast or if they're going slow.

TEACHER: So that is the radar gun. That's this one right here. Radar gun.

STUDENT: Just like this.

TEACHER: Sebastian-- yeah, it is just like that. Sebastian just said it is the gun that tells you how fast people are going. So that's what police officers use in their cars to stop people if they have to give them a speeding ticket if they're going too fast.

STUDENT: Yes, I'm right.

TEACHER: So a radar gun is a tool police officers use. So that's the one you need to write, a radar gun. And then you draw a picture that'll help you.

STUDENT: Radar guns.

TEACHER: It's right here, Sebastian. It's called radar gun.

[INTERPOSING VOICES]

[SHUSHING]

Remember that level needs to be a Level 1, boys and girls.

COMPUTER: Nurses.

TEACHER: You need to find veterinarians for z

And then today you're looking for tools, so start with tools. I love how you guys are sharing. Did you draw a picture so you remember what it is? Draw a picture so you remember.

What are you doing? You're supposed to be looking for tools that pharmacists use. Open that book and keep looking for tools that pharmacists use.

STUDENT: Let's use the same tools. They use the same tools.

[INTERPOSING VOICES]

TEACHER: You have about two more minutes today to do your research.

[INTERPOSING VOICES]

Is that your new fact? Yeah, so new facts go over here. What did you find?

STUDENT: Firefighters use ladders to [INAUDIBLE] down.

TEACHER: That's awesome. I love that. Firefighters use ladders. I love how you wrote that. I love your picture to help you remember. Good job. Are you writing that, too? OK. Oh, I love your picture. Great picture. What did you guys learn?

STUDENT: I learned that firefighters [INAUDIBLE]

TEACHER: What tools do firefighters use?

STUDENT: Ladders.

TEACHER: Oh, that's a good one. Did you write that they use ladders? How about you try that one, too, because you're supposed to be writing what they use right. So now where are you going to put this?

STUDENT: Water hose.

TEACHER: On what part? On what you think-- on, yes, we were right or on your new facts? Yes. Put it up there on your new facts.

STUDENT: What about doctors?

TEACHER: What else have you found that doctors use for tools?

STUDENT: Oh, they'll check your heart.

TEACHER: What is that called to check your heart?

STUDENT: A heartbeat.

TEACHER: They check to see if you have a heartbeat. Do you know what that tool is called?

STUDENT: [INAUDIBLE]

TEACHER: Are you working together? If you're working together, look at the book that Madison has. Madison has a book that's called Doctors' Tools. What's her whole book going to be about?

STUDENT: Tools.

TEACHER: The tools that doctors use. Maybe, Maricella, you guys should all be looking at Madison's book. What do you think? Did you write down thermometer? So that was a tool that we found out about. She started on this one here, too. What is this one called? Do you know?

STUDENT: A heartbeat [INAUDIBLE] so they can check your heart.

TEACHER: They do check your heart with that? How about you draw a picture of that. And Abby--

STUDENT: And they check your back.

TEACHER: They do. And Abby actually knows what that's called. Because Abby said it for the nurses. Was it that called?

STUDENT: Stethoscope.

TEACHER: A stethoscope.

STUDENT: Oh, I can draw it all the time.

TEACHER: That would be a perfect way to write down your facts.

STUDENT: I draw it all the time.

TEACHER: How about you draw a picture of it, and I'm going to come back and check on you in a minute. Today when you were busy doing your research, does anyone have a new fact about



a tool that the job that they found uses that they would like to share? Jasiya, what tool did you find out about?

STUDENT: I forgot.

TEACHER: You forgot. Abby, what tool did you find out about?

STUDENT: A stethoscope.

TEACHER: A stethoscope. So what tool does a nurse use?

STUDENT: Stethoscope.

TEACHER: A stethoscope. And what's that used for?

STUDENT: For your heart if it's beating happy-- it's beating fast or beating slow.

TEACHER: They check-- yeah, they check your heartbeat with it. Good. What profession are you doing? What job are you doing?

STUDENT: Police officers.

TEACHER: Police officers. So what tool does a police officer use?

STUDENT: Radar gun.

TEACHER: A radar gun. What's a radar gun?

STUDENT: A radar gun is a gun that looks at all of the cars if they're going fast or slow.

TEACHER: It looked at the cars to tell whether they were going fast or slow. And you saw that on the computer? We looked on the computer, and it read that information to you didn't it? Nice job. Gianna, what did you find out today about veterinarians tools?

STUDENT: Veterinarians use-- what's those things called-- they beat your heart?

TEACHER: What are those things called, Abby, that you can hear the beat of a heart?

STUDENT: Stethoscope.

TEACHER: A stethoscope. So veterinarians use a stethoscope? Nurses use a stethoscope.

STUDENT: Doctors use stethoscope.

TEACHER: Doctors use stethoscopes, so all three of your jobs, they all use the same thing. Nice job. Boys and girls, I'm sure there's a lot of other things that you found today.

We are going to close our lesson today for me to remind you that tomorrow all of that information you found about the tools they use, we're going to start our final copy about the tools they use. We're going to use your Post-its that you found for new facts, and you are going to use the same page that we used when we did our class book. You are going to use your individual information, and you're going to write your page tomorrow about tools. At this time, I'm going to ask you to go back to your table spots.