

TEACHER: All right. I'm hoping everybody has their course books, and you have your pencils, and you have your white sheets I gave you yesterday. So if you don't have a white sheet-- Sienna, you weren't here yesterday. I will give you yours. Well, you can take this one.

OK. To Jay, eyes this way. I'm waiting for everyone to look this way. What?

STUDENT: What about Suprita? She doesn't have one.

TEACHER: Suprita, you should have a white sheet. You were here yesterday. She does. All right. TJ, eyes this way. All right.

Well, today in reading workshop, we are going to, as we said in the morning message, reread *The Emperor's Penguin*. OK? Well, before we read it yesterday, we filled out this white sheet that you all have. The name of the sheet was called "An Anticipation Guide for *The Emperor's Egg*." And we talked about the word anticipation. It's a really big word. Does anybody remember what we said anticipation means? This is an anticipation guide.

Do you remember, Lilly? What we said anticipation means?

STUDENT: No.

TEACHER: No. OK. Glad you came school today, so you can learn. Caroline?

STUDENT: It's like getting ready to get excited for it.

TEACHER: Getting ready. Getting exciting for it. And what did I talk about yesterday that was something that we anticipate, or we have no anticipation for?

STUDENT: Christmas.

TEACHER: Eleanora?

STUDENT: Christmas.

TEACHER: Christmas. Or another big holiday that you may celebrate. So you get excited. You think about it, right? And same with this sheet. Anticipation guide for *The Emperor's Egg*, we're getting excited for the story. All right.

But yesterday, when we filled out the anticipation guide before reading, and we read these statements, our answers were based on what? How did you know to put true or false? What were our answers based upon? Suprita?

STUDENT: The book.

TEACHER: Had we-- we hadn't read the story yet. So how did you know to put T or F.

STUDENT: We didn't.

TEACHER: We didn't, did we? But you had to.

STUDENT: Knowledge. Background knowledge maybe.

STUDENT: You had to predict.

TEACHER: You had to predict.

STUDENT: Background knowledge.

TEACHER: Background knowledge. Mhm. We couldn't infer yet, because we didn't have any clues from the story.

STUDENT: Yeah, we only had one thing.

TEACHER: So we had to-- predict

STUDENT: We only knew the title of it, so--

STUDENT: The biggest thing was--

TEACHER: OK. And background knowledge. All right? All right. Well, today, when we reread, we are going to have our anticipation guide with us, but our goal today is to reread this story, and look at the story in two different ways, with two different lenses.

The first lens is we're going to be keeping our eye out for answers in the--

STUDENT: Text.

TEACHER: Text.

STUDENT: So we can get real answers.

TEACHER: So we can get real answers. We can get what would you call--

STUDENT: Proof.

TEACHER: Proof. Mhm. So one thing we're going to be looking for as we reread *The Emperor's Egg* closely today. The second thing that you need to be really looking for and thinking about is this.

STUDENT: Oh, looks, habitat, behavior, and food.

STUDENT: And you're going to report on it.

STUDENT: That's what I said.

TEACHER: It's like you're doing your report on *Emperor Penguin*. So as we're reading it, what's going to be our resource for our report?

STUDENT: Our book.

STUDENT: *The Emperor Penguin*.

STUDENT: The book.

TEACHER: The book. And as we're reading a book, or the text, what are we going to really keep our eyes or our lens open for?

STUDENT: The answers.

TEACHER: The answers for what?

STUDENT: The questions!

TEACHER: What questions?

STUDENT: The questions on your piece of paper!

STUDENT: Looks, habitat, food, behavior, and acts

TEACHER: OK. We're going to be looking to see if the text tells us how the Emperor penguin--

STUDENT: Looks.

TEACHER: Looks. How the Emperor penguin, where he--

STUDENT: Lives.

TEACHER: That's what habitat you told me. What he or she--

STUDENT: Eats.

TEACHER: Eats. Because there is a he and she. And then--

STUDENT: Behavior.

STUDENT: What it acts like.

TEACHER: What it acts like. OK. So are you ready to reread? Oh. Good question here. Kyra says, can you put that on the back? And I said, nope, because have no fear, Mrs. D is here.

STUDENT: Oh!

TEACHER: Yeah. We're going to, right now, we're going to reread. We're going to get proof from the text for our anticipation guide. And we're also going to be thinking to see if we see in the story anything that describes about looks, habitat, food, or behavior for Emperor penguin. Because when we finish, you're going to go and work with a partner, and fill in this chart full of facts. Actual facts from the text.

OK. Here we go. And illustrated by a woman, Jane Chatman. *The Emperor's Egg*. I'm on page 126.

STUDENT: 126.

TEACHER: 26. Down, thanks for tracking. "At the very bottom of the world there's a huge island that's almost completely covered in snow and ice." Everybody?

STUDENT: "It's called Antarctica."

TEACHER: "And it's the coldest, windiest place on Earth." I like this picture. It's a map of what?

STUDENT: Where Antarctica is.

TEACHER: Antarctica is. What pole is Antarctica on?

STUDENT: The South Pole.

TEACHER: South Pole. OK. It's on the bottom. So here is our globe. So down here is Antarctica. It's in the Southern hemisphere. OK? Who shall continue reading? Lilly?

STUDENT: "The weather is bad enough there in summer. But in winter, it's really terrible. It's hard to imagine that anything can-- can actually-- any-- it's hard to imagine anything actually living there."

TEACHER: "Oh, wait. What's that shape over there? It can't be!"

STUDENT: Yes.

TEACHER: Anybody?

STUDENT: It's a penguin!

TEACHER: Oh, my gosh. Lilly, you did a nice job of what? What'd she do?

STUDENT: Monitoring.

TEACHER: You did. You monitored your reading, and then you backed up. And you smoothed it out. Kiss your brain. Good job. Would you continue reading, Cole, strong voice.

STUDENT: "It's not just any old penguin either. It's a male Emperor penguin, the big-- the biggest penguin in the world. And he is doing a very important job. "

TEACHER: All right. I see some hands up. Cole, would you pick someone?

STUDENT: [Student Name]

STUDENT: On our sheet it tells us that the first sentence-

TEACHER: Would you read the first sentence?

STUDENT: "An Emperor penguin is the biggest in the world."

TEACHER: Is it true or false?

STUDENT: True.

TEACHER: True. So I'm going to mark in the attributing column a T. And what page did we find that on?

STUDENT: 128.

TEACHER: I'm going to write one, two, eight after it, so I know that it was in the text on page 128. And you guys heard it! It wasn't just background knowledge, [INAUDIBLE] It was actual proof. OK? All right. Let's continue on. Do-- let's see-- I see, Maria. He's taking-- he's taking care of his egg. He didn't lay it, himself, of course.

STUDENT: [LAUGHS]

TEACHER: Why is that kind of funny?

STUDENT: Because he's-- he's not a man-- because females lay the eggs.

STUDENT: Females can always lay the egg.

TEACHER: Females--

STUDENT: Only females have the babies.

TEACHER: You have the babies or lay the eggs.

STUDENT: Females only take care, right?

STUDENT: Because they lay eggs, and only mammals like give birth.

TEACHER: Right. So is a penguin a mammal then?

STUDENT: No.

TEACHER: No. What's on the bottom?

STUDENT: Caption.

TEACHER: What's on the bottom, Bridgette?

STUDENT: It's like a caption.

TEACHER: OK. What is a caption? It's a nonfiction feature, but what does it do?

STUDENT: It tells you about the picture.

TEACHER: It definitely tells you--

STUDENT: [INAUDIBLE]

STUDENT: It gives you more information.

TEACHER: Fun fact.

STUDENT: Yeah.

TEACHER: More information. Bridgette, would you like to read the caption?

STUDENT: "Male Emperor penguins are about four feet tall. The females are a little smaller."

TEACHER: OK. All right. Let's-- let's do it. Let's see how tall a male Emperor penguin is.

STUDENT: Four feet.

TEACHER: Caleb, what did you say yesterday? Four--

STUDENT: Feet.

TEACHER: And you said?

STUDENT: I'm four feet.

TEACHER: You're four feet. OK. And if you look around the room, everyone is about four feet. Could you imagine the Emperor penguin is this big?

STUDENT: No.

TEACHER: But ladies, I have some sad news about you. What's that news, that's a fact?

STUDENT: They're a little smaller.

TEACHER: You're are a little smaller. Not much! Just a little.

STUDENT: Who cares?

TEACHER: Who cares is right. Have a seat.

[CLASSROOM CHATTER]

STUDENT: Only a little smaller.

TEACHER: I'm on page 129. Would you shake take finger and make sure you are, too? "His mate did that a few weeks ago." Did what a few weeks ago?

STUDENT: Gave birth.

STUDENT: Laid the egg.

TEACHER: Did they give birth?

STUDENT: No.

TEACHER: They laid the egg. OK. Would you continue reading, Corinna?

STUDENT: "But very soon afterwards, she turned around, and waddled off, waddled off to the sea."

TEACHER: Your hands are up. Corinna, would you pick someone?

STUDENT: Maddy.

STUDENT: I-- on the second sent-- sentence, it says, "After the mother penguin lays the egg, she leaves it with the father, and waddles off to sea."

TEACHER: Is that true or false?

STUDENT: True.

TEACHER: It's true. And what page did we find that fact on?

STUDENT: 129.

TEACHER: It was right there in the text, on 129. Would you reread what it said to prove it, Corinna?

STUDENT: "But very soon afterwards, she turned around and waddled off to the sea."

TEACHER: Yep. That's 129. Definitely did that. How many are a little surprised about that?

STUDENT: Yeah.

TEACHER: And why? Trent, are you surprised?

STUDENT: No, not really.

TEACHER: No?

STUDENT: Yeah, because in real life--

STUDENT: Don't parents--

STUDENT: --they lay their babies, and then they stay there for a long time.

STUDENT: Well, don't-- don't-- don't parents like have their babies, but then they care for them. And then the mother who just had her baby is waddling off.

STUDENT: Only like--

[INTERPOSING VOICES]

STUDENT: I think-- I think-- I know why she did that.

TEACHER: I think you have a lot of good thoughts. I want us to remember, though, when someone is speaking, that we're quiet and we're listening, and then when they finish, we can share. We've heard from Kyra and Akash. Does anybody else have any thoughts regarding the mother just waddling off to sea?

STUDENT: I have.

TEACHER: Amanda?

STUDENT: Like when usually the other animals, they just stay with the babies. And the penguin, she just-- they just all just go off like that. I don't think that's very, you know, like responsible for the female penguins to do that. Like how could the father get there in time, like-- like, like once she laid the egg right aft-- right before the father penguin can make it, so--

TEACHER: Not very responsible is what I'm hearing you say.

STUDENT: Yeah. So she-- you can't just like leaving the egg.

TEACHER: OK.

STUDENT: [INAUDIBLE] and the father penguin is walking to there.

TEACHER: I'm going to take one more comment.

STUDENT: It's not responsible.

TEACHER: Go ahead, Trent.

STUDENT: Well, I kind of think it's OK, because the male does it. And the female comes back to do that when-- because when the baby is hatched, because-- and that's because-- because the female just had an egg, and had to take care of their other baby just before that, in the past year. So they-- they're probably really hungry. And so they do that. And when the female are over, the male is over eating.

TEACHER: OK. Let's see if, as the story goes on, if this is OK for the mom to do.

STUDENT: I don't get something.

TEACHER: What don't you get?

STUDENT: Like when we-- like when yesterday, they like when the-- if the baby goes on the ice, it dies. So like do the penguins--

STUDENT: If it goes in the water, it definitely gets cold.

STUDENT: If-- if it gets--

[CLASSROOM CHATTER]

TEACHER: OK. So we heard-- and when we come to that part, let's ask it again. We heard that you don't understand that when it goes on the ice, that it could die. What part don't you understand about that?

STUDENT: Well, like, do they have to like drop it to the father? Or like just--

TEACHER: So how does the mom get it to the dad--

STUDENT: Yeah.

TEACHER: --to begin with?

STUDENT: Like get it on her feet and then like give it to him? Or like together?

STUDENT: Oh, yeah.

STUDENT: Or like kind of like squeeze their legs to push it in.

STUDENT: Or maybe like the dad, like, likes she lays it, and like the dad picks it up from her.

TEACHER: Should we give it a try?

STUDENT: Yeah.

TEACHER: OK. I will be the mother. OK? And I have just laid my egg, OK? And now, I'm going to ask Akash to stand up and be the dad. Now, remember, I am just role-playing the mom penguin.

STUDENT: You're actually bigger.

TEACHER: So I might not be an expert. And, yes, I'm actually bigger.

STUDENT: You should be the father!

TEACHER: OK. Now, I'm ready to go, buddy, OK? Here it is.

STUDENT: [LAUGHS]

TEACHER: Are you ready?

STUDENT: They look gross.

STUDENT: They waddle together. Yeah. Like that. That's what they do, kind of.

TEACHER: You think?

STUDENT: Yeah.

STUDENT: They have to kind of kick it on there.

STUDENT: They're kicking their baby's egg!

STUDENT: Sh!

TEACHER: Well, you got it?

[CLASSROOM CHATTER]

TEACHER: Watch him walk. Give him three yahoos.

STUDENT: Yahoo! Yahoo! Yahoo!

TEACHER: Luckily, on page 135, tracking, "Luckily, the penguins don't seem to mind, too much. They have big feathers and lots of fat under their skin to help keep them warm." Caroline?

STUDENT: It looks [INAUDIBLE].

TEACHER: It describes how the penguin looks. All right. "And when it gets really cold--" Eleanora?

STUDENT: "They all snuggle up together and shuffle over the ice in a great big huddle."

TEACHER: "Most of the time--" Justin?

STUDENT: "The huddle tr--

TEACHER: Help or time?

STUDENT: Help.

TEACHER: Help. OK. You have the beginning then.

STUDENT: Tru--

TEACHER: Trun--

STUDENT: --dles.

TEACHER: --dles. It's a two syllable word. Try it again.

STUDENT: "Most of the time, the huddle trundles along very, very slowly."

TEACHER: Hm. Trundles along very, very slowly. What does trundles mean, Justin? Not sure? Some help? Test, what does it mean, the huddle trundles along very, very slowly. What do you think? Trundles along. Bridgette?

STUDENT: Like if they get together and they snuggle up together.

STUDENT: And they move.

TEACHER: Move.

STUDENT: They move. They take turns.

STUDENT: Move very slowly.

TEACHER: Move very slowly.

[INTERPOSING VOICES]

TEACHER: Yes. You know what? I'm going to pick three people to give trundles a try. OK. I'm going to pick Justin, Cole, and Taneshka. Stand up. Put your feet together. And step over your book before you do that, because I don't want you to trundle on your book. OK. And I want you actually to walk that way, like people. Walk that way, like people. And then I'm going to have you trundles back. Now, remember, you have to huddle up. Go ahead OK. Now waddle like a penguin, and they trundles. What does it say? "The huddle trundles along very, very slowly."

First of all, why are they moving slowly?

STUDENT: Because it's so cold.

STUDENT: It's the egg.

STUDENT: Because of the egg.

TEACHER: Because the egg. OK? And then why else do you think they are probably moving slowly? They have the egg there. Lilly?

STUDENT: They have it-- it's really cold and windy.

TEACHER: It's cold and windy. Bridge?

STUDENT: And they're all in there together and they're all snuggled.

TEACHER: Yeah. They're together. And they have to stay at the same pace.

STUDENT: And you don't to let the egg to fall out or else it-- it could break or die. OK. All right.

STUDENT: Because it gets too cold.

TEACHER: You right now second graders again. Have a seat. Thanks for showing trundle. All right. Good job. All right, to Jay. Well, we reread it, and we were looking through the lens of proving, Julian and Hayden, our anticipation guide. Those statements that got us ready to read.

Now here's your next job. I'm going to partner you up, and you are going to work with your

partner to fill out facts about how the Emperor penguin looks. Its habitat. Where it lives. What food it eats. And how it acts. These, boys and girls, do not have to be, Eleanora, complete sentences. They can be bullet points.

But all your bullet points have to come from where?

STUDENT: From the book.

STUDENT: The text.

TEACHER: The book. The text. They have to be from the text. They can't be background knowledge. They have to be evidence from the text. All right. What I want you to do is keep your book open. Walk back to your seats.

[CLASSROOM CHATTER]

TEACHER: Not now. Oh. These girls look ready All right. You will have 10 minutes to do this. When you-- I'll give you a two minute warning. Oh, there's another group that's ready.

STUDENT: Look in here.

TEACHER: There you go.

STUDENT: OK.

TEACHER: This group looks ready. This group looks ready.

[CLASSROOM CHATTER]

STUDENT: And then here's the page-- oh, wait. We passed it.

[CLASSROOM CHATTER]

STUDENT: OK. The male Emperor penguins are about four feet tall. They--

[CLASSROOM CHATTER]

STUDENT: There! There it is!

TEACHER: OK. Amanda and Lilly. I'm noticing that you don't have anything down about looks. Do you remember a page that talked about how a penguin looks? When we talk about looks, we can

talk about what's on the right. We can talk about--

STUDENT: I don't remember the [INAUDIBLE].

TEACHER: OK. Why don't you look--

[INTERPOSING VOICES]

TEACHER: Looks also means how tall it is. Do you remember a page that talked about how tall it was?

STUDENT: Because it's 12--

STUDENT: OK. OK. Is it my turn?

STUDENT: Yeah.

STUDENT: Once more--

[INTERPOSING VOICES]

TEACHER: Tell me on that page. And read the text that you found that tells about its looks.

[INTERPOSING VOICES]

STUDENT: --or breakfast, or lunch, or a snack.

TEACHER: OK. So you don't have to write that full sentence, do you?

STUDENT: I'd be very, very miserable.

TEACHER: I like it. I like it. Does the penguin talk? Does the penguin walk?

STUDENT: Yes.

STUDENT: Yeah.

STUDENT: Both.

STUDENT: And he waddles.

TEACHER: He waddles. Waddles.

STUDENT: He swims.

STUDENT: He slides on his tummy.

STUDENT: He swims.

TEACHER: Slides on the tummy.

STUDENT: He swims.

STUDENT: I said that.

STUDENT: Eats.

STUDENT: Swims.

TEACHER: Tummy. The text said slides on the tummy and swims.

STUDENT: He makes a lot of racket.

TEACHER: Makes a lot of racket or noise.

STUDENT: The eggs smell. Their eggs smell.

TEACHER: Makes milk.

STUDENT: Eats.

STUDENT: They huddle together.

TEACHER: Oh, yeah. Boy, you guys. My-- this pen can't go fast enough. I'm going to have to put it up here. Huddle together. And you know what? Justin? Once they huddle together, they move in a group, and it's called-- do you remember? Tru--

STUDENT: Trundles.

TEACHER: Trundles. Trundles.

STUDENT: Oh, I was close.

STUDENT: You was so close.

TEACHER: All right. Sh. Sh. Sh. Sh. To Jay. Cole? Great job on this. You're going to keep your sheets, because tomorrow, we're going to use this information to make another little packet. But it's a

very small one.