

5th Science Plants

Main

Teacher: [Student 00:00:01] can you see?

Student: Mm-hmm (affirmative).

Teacher: Okay. Good morning everyone.

Student: Good morning miss [Student 00:00:08].

Teacher: Before we start, there's a couple of things I want to go over and remind you of. Learning agreements, we need to have one conversation at a time. When you're in pairs, partner A is going to speak first, then partner B. While partner A is speaking, is partner B going to talk?

Student: No.

Teacher: What's partner B going to do?

Student: Listen.

Teacher: When partner B is speaking, what's partner A going to do?

Student: Listen.

Teacher: Very good. Stay focused on the topic. What's our topic for today?

Student: [crosstalk 00:00:42].

Teacher: Plants.

Student: [crosstalk 00:00:45].

Teacher: Structures. Plant structures. Wild ideas, encourage wild ideas. I like those. Especially when you guys have wild questions, and we need to research them. [inaudible 00:00:57] judgment, so no judging people based on their wild crazy ideas. We are not judgmental. Build on the ideas of others. If somebody has an idea, maybe they don't have everything they need to finish their thoughts. We're going to be helpful and help them out and finish their thought. Fail often to succeed sooner. If we try something out and it doesn't work, am I going to get really really mad?

Student: No.

Teacher: No. The only time when we get upset is when we don't try. Our learning target for today, what you're going to be able to do by the end of today is, say this with me, I can compare.

Student: I can compare.

Teacher: And contrast.

Student: And contrast.

Teacher: Plants.

Student: Plants.

Teacher: From 2 different environments.

Student: From 2 different environments.

Teacher: What do you think our environments are going to be that we're comparing? [Student 00:02:00]?

[00:02:00]

Student: The forest and arctic.

Teacher: Yeah, the forest and the arctic. Good. I already picked our scouts, [Student 00:02:12] and [Student 00:02:13]. Your job as scouts is to look for behavior. You're going to look for behavior of the 3 B's. Be safe. You're going to look for people who are being safe with their materials, being safe when they need to stand up and go walk around the room. Being safe when they need to get up and use the bathroom. Being responsible. You're going to look for people who are using the materials correctly, who are staying on topic when we have partner discussion, who are doing their best work.

You're going to look for people who are being respectful. You're going to look for people who are raising their hand to talk and not shouting out answers. You're going to look for people who are listening to their partners, who are sharing their ideas with their partners. You're going to look for people who are speaking in the correct level of voice. You're going to look for people who are saying please and thank you, and you're welcome. If you get picked by one of our scouts, we have some more super botanist awards. [Student 00:03:23], do you remember? What is a botanist? It's a type of scientist. What does that scientist study?

Student: Plants?

Teacher: Yeah, plants. Let's get started. The first thing I have for you is we went over, we did a review of the strangler fig, we're going to do a word review of the arctic poppy. It's been a couple of days since we taught about this. If you don't get a word, that's okay. You're going to discuss it with your partner ...

Student: [inaudible 00:04:04].

[00:04:00]

Teacher: I have a couple of extra words. I'm going to give you 2 minutes. Even if your partner has a word, because I had extra words, it's okay. Even if your partner has a word, I want you to turn to the person sitting next to you and discuss what is your word. What does it mean? Where can I find it on the chart? Is there a picture up here of your word? Go.

Student: [crosstalk 00:05:06].

Teacher: What words do you have?

Student: Thick stem and adaptations.

Teacher: Thick stem and adaptations. Who remembers what the thick stem was?

Student: Thick stem was like, all it's covered with hair.

Teacher: What is the function of the thick stem for the arctic poppy? What does it do for the plant?

Student: It follows the sun to [inaudible 00:05:30].

Teacher: Is that the thick stem, or is that the flower?

Student: The flower.

Teacher: The flower. Okay. Do you remember when we said the thick stem was like a straw?

Student: To suck up the water.

Teacher: Yeah, to suck up the water, what's something all plants need in order to live?

Student: Water.

Teacher: Water, and sunlight. And [inaudible 00:05:49].

Student: Air.

Student: Air.

Teacher: Air. What do you have, [Student 00:05:53]?

Student: Adaptation.

[00:06:00]

Teacher: Adaptations. Who remembers what adaptations was? It was our key word, it means to-

Student: Fill in.

Student: Fill in.

Teacher: Not fill in, fit in.

Student: Fit in, fit in.

Teacher: Talk with Student and [Student 00:06:13] about how does the arctic poppy fit into the environment it lives in. What was the environment that lived in? The jungle?

Student: The arctic.

Teacher: The arctic. How does it fit into the arctic? Go get a paper and a pencil. You guys have your word? What is that word?

Student: Compare.

Teacher: Compare? What does it mean to compare?

Student: To compare to [inaudible 00:06:42]. It's how it's alike.

Teacher: How it's alike. What's a synonym, another synonym for that? How it's?

Student: Similar.

Teacher: Similar. What would be an antonym?

Student: Contrast.

Student: Contrast.

Teacher: Yeah, good job. Okay. Very nice. Let's start off with reviewing some words we need in order to complete our learning target. 2 people have words from our learning target. Compare. Who has compare? You 2. Okay, come on up, up one person. Stick compare up here. If someone's in your way, what do you say to them?

Student: Excuse me.

Teacher: Okay, and if you hear the word excuse me, what do you do?

Student: Move.

Teacher: Okay. Thank you, just a reminder. [Student 00:07:46], what does it mean to compare something? [inaudible 00:07:49] loud.

[00:08:00]

Student: Something to compare with is ... saying alike and similar?

Teacher: Those would be some words you would use in your writing, right? If I were to compare an apple and an orange, what is similar about them?

Student: They're both a fruit?

Teacher: Very good, yeah. They're both a fruit. That's one thing that we're going to do in our writing today. We're going to compare the strangler fig and the arctic poppy. We're going to find things that are similar about them. You can have a seat, thank you. Who has the opposite word? The antonym? Student, come on up. You are the next contestant on. What word did you have?

Student: Contrast.

Teacher: Contrast? What does it mean to contrast something?

Student: It means finding something different.

Teacher: We'll use Student's example of the apple and the orange. If you were to contrast the apple and the orange? How are they different?

Student: They're different by color. An orange is orange and an apple is red.

Teacher: Yeah, red or green, or yellow. They're not orange though. Very good, you can have a seat. On the other part of our writing today, we're going to contrast how the strangler fig and the arctic poppy are different. How their structures are different, how their functions might be different, adaptations, which brings us to the next word, adaptation.

[00:10:00] Who has adaptation? Student, come on up. You can just put it under the other one. Adaptation. What does adaptation mean?

Student: Adaptation's something that plants need to survive.

Teacher: There was a key word, it means to

Student: Fit in.

Teacher: To fit in. Okay. Do you see an adaptation in one of these pictures? This one? What adaptation do you see?

Student: Hair?

Teacher: Hair. Where does it belong on the strangler fig or the arctic poppy?

Student: Arctic poppy.

Teacher: What do you think the adaptation of having hair is for?

Student: To keep it warm.

Teacher: To keep it warm, possibly. Good. Thank you, you can have a seat. Arctic poppy, who has arctic poppy? [Student 00:11:03], come around. Arctic poppy, what is the arctic poppy?

Student: An arctic poppy is a plant that follows the sun.

Teacher: Where does it live?

Student: In the arctic.

Teacher: Okay. Thank you have a seat. Let's talk about some of it's structures. One of the structures of the arctic poppy is the solitary flower. Who has solitary flower? [Student 00:11:42] come on up. What's the solitary flower?

Student: The solitary flower is a flower that ...

[00:12:00]

Teacher: What's its function?

Student: It traps the heat in the petals.

Teacher: Okay, traps the heat in the petals. Why does it trap heat in the petals? Did we talk about that? Yeah? Okay. Perfect time to use one of our learning agreements. Who can help her out? Why does the arctic poppy trap heat inside of it's petals? Student.

Student: [inaudible 00:12:36].

Teacher: Much sun. Yeah, okay good. Put it up there. What's another adaptation that the solitary flower uses? Student?

Student: One adaptation is it follows the sun.

Teacher: Yeah, it follows the sun. The arctic poppy has a very short growing season. We talked about that. The arctic only has full days of sun, in the summer time. It only grows until July or August, maybe a little bit in June. The whole time it's growing it needs to get as much sunlight as possible. One of the things it does is it follows the sun. Follows the arc of the sun. Good. Do you see the solitary flower anywhere in one of these pictures? Right there. Let's use this one because it's a little bit smaller. I'm sorry, I hid it behind there. The solitary flower. Very nice. Have a seat, thank you. Another structure that the arctic poppy has is the thick stem. Who has thick stem? All right, Student, come on up. Stick it up there. What's a thick stem?

[00:14:00]

Student: The thick stem is covered with hair and ...

Teacher: Where did we say it was similar to it? It's like a ...

Student: Straw.

Teacher: A straw. Why is it like a straw?

Student: Because I think it sucks the water in like the straw?

Teacher: It uses a straw to suck up water? Or it's like a straw? The arctic poppy has lips, and a mouth and a diaphragm to suck water up from the ground? No? Okay, then it's like a straw. It's like a straw. Very good. The thick stem, water travels up through the thick stem to the solitary flower, but where does all the water come from? Who has shallow roots? Student come on up. Shallow roots. What is the function of the shallow roots?

Student: The function of the shallow roots is it allows the arctic poppy to grow on rocks.

Teacher: Okay, how do the shallow roots aid the arctic poppy's growth?

Student: If a big gust of wind comes, it holds down the arctic poppy, to keep it in place.

Teacher: Good. What's another job of the shallow roots? It helps the thick stem in sucking up ...

Student: Water.

[00:16:00]

Teacher: Water, yeah. It gets the water from this.

Student: The permafrost.

Teacher: Yeah, under the permafrost. Who has permafrost? Student, come on up, thank you Student, you can have a seat. What's permafrost?

Student: Permafrost is when the roots go around the rock?

Teacher: Not quite. Let's help her out. Who remembers what permafrost was? Student, what's permafrost?

Student: Permafrost is like water under the ice.

Teacher: Yeah, remember when we talked about when you go to the beach and the wave has just receded back into the ocean? The sand looks dry, and you dig a little bit in the sand and all of a sudden all this water starts bubbling up? Okay. The layer of sand that you need to dig through is like the permafrost. It's a thick layer of ice. There's grass and dirt and

rocks and then there's ice, then underneath all that permafrost is where all the water is that the arctic poppy sucks up with its roots and its thick stem. Thank you very much. Do we have any more? Okay, 2 more. Last 2 things we're going to talk about are its environment. Who has arctic or tundra? Student, come on up. Can you, just stick it right there. Can you describe the arctic or the tundra environment to us?

Student: It's very cold and snowy. It's very cold and snowy.

[00:18:00]

Teacher: Okay. Do you see a picture of its environment up there? Can you show everybody? Yeah, very cold, very snowy. Do you see a lot of vegetation?

Student: No.

Teacher: No. Do we see a lot of animals?

Student: No.

Teacher: No. Doesn't have as many animals as other environments. Why do you think it doesn't have a lot of vegetation or a lot of animals? Turn and talk to your partner very quickly. Thank you.

Student: [crosstalk 00:18:30].

Teacher: Why do you think it doesn't have a lot of vegetation or a lot of animals?

Student: I think it's very cold.

Teacher: Do you think it would be hard to survive there?

Student: Yes. [inaudible 00:18:43] I think some of the plants can survive the cold. That's why there's not a lot of vegetation there. The animals need the food to live there.

Teacher: Very good. Yeah. Thank you. Why do you think the arctic doesn't have a lot of vegetation? [Student 00:19:15]?

Student: Doesn't have a lot of sunlight.

Teacher: Doesn't have a lot of sunlight, right, we said sun's usually out a couple of months out of the year. During the winter time nothing grows. Why else, Student?

Student: [inaudible 00:19:29].

Teacher: Yeah, plants haven't adapted, some plants haven't adapted to the cold weather. There's also not a lot of water. There might be snow but the plants can't drink snow. They can only drink unfrozen water. Why do you think then there wouldn't be a lot of animals in

an environment like the arctic or the tundra? [Student 00:19:59].

[00:20:00]

Student: Because the vegetation can't feed the animals.

Teacher: Good, did you hear what he said Student? No? Okay, Student, can you say it a little bit louder?

Student: Because the vegetation can't feed the animals.

Teacher: Yeah, if there's a limited supply of vegetation, then there's a very limited supply of food for other animals to eat. Vegetation, producer, animals, consumer. Not enough producers, not enough consumers. Other animals that are carnivorous can't eat those herbivores. Very good. Last one for today, and then we'll start our writing. The other environment that we talked about is the, what, Student?

Student: Rainforest.

Teacher: Rainforest. Total opposite of the arctic. Come on up, put it up. Up there. The rainforest. Can you describe the rainforest to us a little bit?

Student: In the rainforest there's like a lot of animals and plants [inaudible 00:21:14].

Teacher: Okay. Lots of animals lots of plants, it's very, do you see a picture up here that shows us the rainforest? Yeah, okay. I see a lot of green, I see a lot of trees. Why do you think the rainforest has so much vegetation? [Student 00:21:37] why do you think the rainforest has so much vegetation? What [inaudible 00:21:42] get a lot of?

Student: rain.

Teacher: Yeah, a lot of rain. A lot more rain, and then all those tall trees have adapted to reach the sunlight. Very nice. All right. I will stick that up here. Thank you, have a seat. What we're going to do next is we are going to work together to start your essay comparing and contrasting plants from different environments, I will leave the input chart up here, and we're going to use it to help start our essay. When I mean start, I mean we're going to write the first 3 or 4 sentences, and then you are going to go off and write the last 3 or 4 sentences.

How does everybody feel about that? All right, good ... Here's our question we're answering for today. How are plants from different environments similar? How are they different? How do you think I should start off my paragraph? Turn and talk to your neighbor. How should I start off my paragraph? Is there a specific sentence I could use to help me effectively start off my paragraph?

Student: [crosstalk 00:23:36] ...

[00:24:00]

Teacher: Okay. I'm very sorry. Before we start writing our introductory sentence, let's check in with our scouts. Student, have you seen anybody exhibiting good behavior?

Student: I saw [inaudible 00:24:26].

Teacher: A bit louder.

Student: I saw Student exhibiting a good behavior, because she was asking a lot [inaudible 00:24:46] who [inaudible 00:24:46].

Teacher: Very nice. Can you pass that back to Student please? Awesome. Did you see anybody else exhibiting good behavior?

Student: I saw Student, because Student was [inaudible 00:25:04] a complete sentence.

Teacher: Very good. Toss that back to Student. Thank you. Student, our other scout. Did you see anybody exhibiting good behavior? You don't know? How about your partner? Yeah? Why did Student exhibit good behavior? What example did he do?

Student: He used the appropriate voice level.

Teacher: Okay. He used the appropriate voice level. When you 2, I heard you, when you 2 were talking in your group, you weren't being so loud that none of the other groups could hear each other. When I asked him a question, he spoke loud enough that I could hear him and people in the back could hear him. Very nice Student, thank you. Scouts, keep looking for good behavior. Before I send you off to write your essay we'll check with you guys again, and if I forget can you remind me? All right. Our paragraph. How do we want to start it? [Student 00:26:27], I saw your hand shoot up. How do you think we would start answering a question like that?

Student: We can start answering a question using the learning target.

Teacher: Okay. You can use the language of the learning target. I can compare and contrast plants from 2 different environments, what transition words would you use? Would you use by, because, move it on the side, right there. Thank you. By, because, since. What transition word sounds like it makes the most sense?

Student: By.

Teacher: By, okay, let's write that ... I can compare and contrast plants from 2 different environments by, what do we want to say about them? Student?

Student: [inaudible 00:28:08] they both need water and sunlight.

Teacher: Okay. I can compare and contrast plants from 2 different environments by comparing ...

that they both, ups, need water and sunlight. Okay. Do we want to add anything else that's similar? How else can we compare the arctic poppy and the strangler fig?

Student: They're both plants.

Teacher: Okay, yes. They're both plants. Can we get a little bit deeper in that comparison? Student?

Student: They both have roots.

Teacher: They both have roots ... anything else we want to add that's similar about the strangler fig and arctic poppy? Student, I haven't heard from you yet. What else do they both have? Do they both have adaptations?

[00:30:00]

Student: They both have stems.

Teacher: They both have stems? Yeah, there's stems off of the foliage in the strangler fig. Okay ... I'm going to stop it right there, because I think we need to revise this a little bit. How about you? Yeah? Okay. I can compare and contrast plants from 2 different environments by comparing that they both need water and sunlight. Does anybody know what we forgot? What did we forget? We forgot to talk about their ...

Student: [crosstalk 00:31:08].

Teacher: No. What 2 plants are we comparing?

Student: [crosstalk 00:31:15].

Teacher: Yeah, we forgot to tell their names. If miss [Student's 00:31:21] class was reading this, they would have no idea what 2 plants we were talking about. We need to include their names. I can compare and contrast plants from 2 different environments by comparing right here. I'm going to break it. What 2 plants are we comparing?

Student: Arctic poppy [crosstalk 00:31:58].

[00:32:00]

Teacher: The strangler fig and the arctic poppy. My spelling is horrible today. Okay. The strangler fig and the arctic poppy ... let's start over. I can compare and contrast plants from 2 different environments by comparing the strangler fig and the arctic poppy that they both need water and sunlight. This still doesn't sound like a great fifth grade sentence. We talked about the 2 different plants, did we mention their environments?

Student: No.

Teacher: No. Do you think we should write something about their environments first before we

get into comparing and contrasting? Do we want to put it in the same sentence, or do you think we should stop the sentence right there and make a new sentence?

Student: Make a new sentence.

Teacher: Talk about it with your partner and then I want to know why. What do you guys think? Should we put a period right here, and start a new sentence? Or do you think we should just keep going with the same sentence?

Student: [crosstalk 00:33:56].

Teacher: What do you think Student?

Student: I think we should [inaudible 00:33:58].

[00:34:00]

Teacher: Should we put a period here and make a new sentence? Yeah, why?

Student: [inaudible 00:34:02].

Teacher: Very interesting. Okay. Student, thank you. Who has a thought? What do you think we should do? Student? What do you think we should do?

Student: We should make sentence because if the first sentence is going to sound [inaudible 00:34:50].

Teacher: Very good, I like that you use that key word that we've been discussing, run on. Run on sentences have more than one idea in them. We don't want to have run on sentences in our writing. We talked about the 2 plants. We're going to put a period right here. Now we can start a new sentence and talk about their environment. Okay? What can we say about their environment? Should we say something like, "The environments are the arctic and the rainforest?"

Student: No.

Student: Yes.

Teacher: Maybe, but let's make it a little bit more specific. How about talking about where each plant lives. The arctic poppy lives in the arctic, and the.

Student: [crosstalk 00:35:44].

Teacher: Okay, I heard the strangler fig lives in the rainforest. I will try to fit all of that on this strip [00:36:00] ... I can compare and contrast plants from 2 different environments by comparing the strangler fig and the arctic poppy. Sounds okay? Not bad. The arctic poppy lives in the arctic, and the strangler fig lives in the rainforest. Now, let's get into our comparisons.

They both need water, and sunlight. Let's fix this. Take that word out. What grammatical thing do I need to do for this? It's the start of a new sentence.

Student: [crosstalk 00:37:52].

[00:38:00]

Teacher: Yeah, capitalize the T. They both need water and sunlight. They both ... have roots. They both have stems. They both is starting to sound very repetitive. It sounds kind of choppy. Let's see if we can combine some of these thoughts and make it one long compound sentence. Okay? They both need water and sunlight. I see a compound word, what compound word do you hear in there? They both need water and sunlight.

Student: And.

Teacher: And. Okay. How do you think we can combine the next 2 sentences? They both have roots, they both have stems.

Student: And.

Teacher: Talk to your partner and figure out what would the sentence sound like.

Student: [inaudible 00:39:08].

Teacher: What's that sentence going to sound like?

Student: They both have roots and they both have stems.

Teacher: Okay.

Student: They both have roots and they both have stems.

Teacher: There might be a lot of ands. Student, I heard you having good conversations with your partners. What do you think that new compound sentence is going to sound like? They both have roots ...

Student: They both have roots and they both have stems?

Teacher: Yeah, they both have roots, and they both have stems. Do you think it would still sound okay if we took out another part of that sentence? Instead of saying they both have roots and they both have stems, what if we just wrote they both have roots and stems?

Student: Yeah.

Student: Yeah.

Teacher: Does it still sound okay? Okay. Let's try that. Yes, Student.

Student: We can take out the and, [inaudible 00:40:38].

Teacher: Okay, I think that would be a good idea, and we'll use another transition word when we go to a new idea. We're still talking about how are they similar. That's the same idea. The compound word is just combining ideas in this bigger idea of comparing. I like your idea of using next. When we switch to contrast we'll use that transition word, okay? Is there anything else that they both have? Look back at its structures, look back at its functions, think about its adaptations as well. Is there anything else they both have in common? Student.

Student: They both have leaves.

Teacher: Okay, they both have leaves, yeah. What are those leaves used for? Let's get one of the functions here, because we listed a whole bunch of structures. We haven't talked about what they do. Do the leaves in the strangler fig and the leaves in the arctic poppy have the same function?

Student: No.

Teacher: No?

Student: Yes.

Teacher: Yes? You don't sound sure.

Student: [inaudible 00:41:51].

[00:42:00]

Teacher: Okay. Who says no? Who says yes? Okay. Who doesn't know? Talk to your partner, see if you can come up with a definitive, yes or no, and why ...

Student: [crosstalk 00:42:12].

Teacher: What do you think? Do the leaves have the same function in both plants? Think about what the function of the leaf is.

Student: I think no.

Teacher: Foliage? Yes, foliage is leaf. Do you think they do? Why?

Student: I think no because the arctic poppy flower follows the sun and the leaves.

Teacher: That's not the leafs, that's the flower. What's the leaf? Think about what is the function of a leaf in the plant? It's to make? To make tummy, to make ...

Student: To make food.

Teacher: Do you think the leaf in the arctic poppy makes food?

Student: No.

Teacher: If it doesn't make food, how does it grow? What is that called in order to make food?

Student: Photosynthesis.

Teacher: Do you think the leaf in the arctic poppy performs photosynthesis?

Student: Yeah.

Teacher: Do you think the leaf in the strangler fig performs photosynthesis?

Student: Yeah.

Teacher: Do they have the same function?

Student: Yeah.

Teacher: Okay. I had a good conversation with that group. Let's share with everybody else what we talked about. Do the leaves in both plants have the same function?

Student: Yes.

Teacher: Yes? What is their function Student?

Student: To make food.

Teacher: What is that called?

Student: Photosynthesis.

Teacher: Yeah, to perform photosynthesis. That's the leaf's function on almost every single plant. The only thing that's different about the leafs on the arctic poppy and the leafs on the strangler fig is this one just has hair on it. Their functions are the same. Let's say that, how are we going to say that in a sentence? How about both the leaves on the arctic poppy and the strangler fig ...

[00:44:00]

Student: Are alike.

Teacher: Are alike because ...

Student: Because they both [inaudible 00:44:24].

Teacher: Yeah, which is to ...

Student: [inaudible 00:44:30] photosynthesis.

Teacher: Very good. Okay. I'm going Okay. Need several of these things. Think about what it is that we've been doing. I'm going to have you write your 3 contrast sentences in about 2 minutes. Okay.

Student: [inaudible 00:44:48].

Teacher: Yes, you may write more than 3.

Student: [inaudible 00:45:13] ...

[00:46:00]

Teacher: I'll put them in the charter ... okay.

Student: [inaudible 00:46:24].

Teacher: Yes, I know. That was quite a lot ... all right. Let's read through one last time and see, is this an acceptable introduction to our paragraph. I can compare and contrast plants. I don't hear you guys reading with me, can you read with me please?

[00:48:00] I can compare and contrast plants from 2 different environments by comparing the strangler fig and the arctic poppy. The arctic poppy lives in the arctic and the strangler fig lives in the rainforest. They both need water and sunlight. They both have roots and stems. Their function of the leaves on the arctic and the strangler fig are similar because they both have the same function of performing photosynthesis. How was that? Was that a very good strong scientific introduction to our paragraph?

Student: Yeah.

Teacher: Yeah? Do you feel comfortable continuing this and talking about contrasting their structures, functions, and adaptations?

Student: Yes.

Teacher: Yes? Okay. That's what you're going to do on the paper in front of you. I'm going to have you, actually I changed my mind. I want you to create a Google doc and type this out. I like that better. You're going to start it off by typing out what we've already started together and then you can finish it. You have until 9 30. I want to read a couple of people's ...

Student: Response.

Teacher: Responses first. I will move this over there so that you can see the poster and this at the same time. Can I have from Student to Student Student and Student. Can you head back to your seats, please? Okay. Can I have this row back to their seats? Can I have this row head back to your seats? Student, can you do me a favor? Can you open up the doors please? It's getting really hot in here. Thank you ... Hello. Oh my goodness, scouts, you forgot to remind me. That's fine. Stay where you are and I will give each person, let me [inaudible 00:50:15] for today so that Studentica [inaudible 00:50:19] too. Yeah, no Dominic's here today.

[00:50:00]
Student: [inaudible 00:50:27].

Teacher: Yeah. Go to the waffles, the apps, and click doc. It will just create a new Google doc.

Student: [inaudible 00:50:39].

Teacher: Yeah, I'll get it. I'll show you how to share it with me after.

Student: [inaudible 00:50:48].

Teacher: Really quickly before you start, scouts. Did you see anybody else who has not yet gotten an award today, exhibiting good behavior? Student we'll start with you.

Student: I saw [inaudible 00:51:09] exhibit good behavior because [inaudible 00:51:10].

Teacher: Very good. Thank you Student. Student, did you see anybody else exhibiting good behavior? Who are you pointing to?

Student: [inaudible 00:51:19].

Teacher: What's her name?

Student: [inaudible 00:51:21].

Teacher: Student. Why did Student exhibit good behavior? How is Student exhibiting good behavior?

Student: [inaudible 00:51:40].

Teacher: She was staying on topic when she talked with her partner? Okay. Good. Thank you Student. If you don't know how to make a Doc, raise your hand, I'll come around and help you. Or Student can come around and help you. Who does not know how to make a doc? Make their own doc? Okay, Student.

[00:52:00]
Student: [inaudible 00:52:08].

Teacher: Yes. Student, click the hot dogs, oh no, sorry, not the hot dogs. Where's your waffles?

Right there. Okay. There you go. Yes, [Hilary 00:52:31]?

Student: [inaudible 00:52:32].

Teacher: Yes. This is the question you're answering right here.

Student: Do we have to type it off?

Teacher: No. You have to type out what we've written so far, okay? When you get to the very last sentence, that's when you write how they're different. You're going to contrast them.

Student: Okay.

Teacher: The arctic poppy is this, however, the strangler fig is this ... You got your doc? Okay. [00:54:00] Who does not have their doc open yet? Everybody have a doc? Okay ... How are you doing?

Student: Good.

Teacher: Environments. E N.

Student: Oh.

Teacher: If you can't see you can go closer ... [inaudible 00:54:47]. To make it easier for your guys, [00:56:00] so you can watch a small group, I'll pull a small group in about 10 minutes where they can write about it and I'll work with the [inaudible 00:55:53] for the rest of it. That will be easier. Okay. [inaudible 00:56:46] ... How are you doing Student?

Student: Good.

Teacher: Are you typing up what we typed up over there?

Student: No.

Teacher: No? How come? If you want to add more to the compare part, you can. Can you use the structure we already started? Yeah? Okay. Thank you ... As a reminder, if you can't see something, you can bring your chrome book closer so you can see it, or you can walk up and look and then come back. People in the back, it's a little bit hard to see. In about 5 [00:58:00] minutes can I have Student, Student, and Student join me on the floor with your [01:00:00] computer? No, not right now. In 5 minutes. At 9:08 ... Hello? Yes. Hi. Uh-huh, yeah. Okay, I will ask her about those today at lunch. She should be here, and then I'll follow up. You're very welcome. Bye.

[01:02:00] About 25 more minutes. Those 3 people you have about 2 more minutes ... Good ... Okay, Student, Student, and Student. Did I say Student? Yeah. Bring your computers down to the floor over here. Have a seat. Come closer. Student, can you sit like them

please? There's a less chance that you'll drop your computer. Yeah. I want to work with you 3 on your contrast sentences. We're still not familiar with how to use our chart. We talked about the comparing, what are some things that are different about the strangler fig and the arctic poppy?

Student: The arctic poppy has hair, and the strangler fig doesn't.

[01:04:00]

Teacher: Maybe one sentence we want to write. We can say, contrasting, okay? Contrasting, the arctic poppy, and the strangler fig-

Student: [inaudible 01:04:42].

Teacher: Contrasting the arctic poppy and the strangler fig, the arctic poppy has hair and the strangler fig doesn't. Can we type that out? Even if you're in the middle of that, I'll show you how to go back and fill that in. Type that out right now. Contrasting the arctic poppy and the strangler fig, the arctic poppy has hair, and the strangler fig doesn't. Pass.

Student: [inaudible 01:05:15].

Student: [inaudible 01:05:26]?

Teacher: Where can we look to find that word?

Student: The board.

Teacher: Yeah, right there. Arctic poppy. Don't forget the pass.

Student: Right there.

[01:06:00]

Teacher: Arctic poppy. Okay. What else is different about these 2 flowers? These 2 plants? I'm sorry, one doesn't have a flower. Student, what else is different?

Student: [inaudible 01:06:32].

Teacher: Let's use that in the sentence. Another difference between the arctic poppy and the strangler fig is ...

Student: [inaudible 01:07:31].

Teacher: Yeah, another difference between the arctic poppy and the strangler fig is, the arctic poppy is a flower, and the strangler fig is a tree. Okay? What about the functions? How does a strangler tree, I'm sorry, those aren't functions, adaptations. How does a strangler tree survive in the rainforest?

[01:08:00]

Student: Because it has a lot of water.

Teacher: Has a lot of water. Okay, the rainforest has a lot of water. What else does it do. Do you remember when we're learning about-

Student: [inaudible 01:08:24] sucks up all the water in the trees and the trees die.

Teacher: Okay. The strangler fig, one adaptation of the strangler fig is it sucks up all the water and it blocks all the sunlight from the host tree. Does the arctic poppy do that? No. What's an adaptation the arctic poppy does, has?

Student: One adaptation of the arctic poppy is that the-

Teacher: The solitary flower-

Student: [inaudible 01:08:56] follow the sun?

Teacher: Yeah, very good. One adaptation of the strangler fig is, and one adaptation of the arctic poppy is. Do they have similar adaptations? Killing the host tree, following the sunlight, do they have similar adaptations?

Student: No?

[01:10:00]

Teacher: No? Okay. That's why we're writing them in the contrast paragraph. Go blow your nose, Student. Tissue. By the light switch. You have about 15 more minutes, and then I'll have a couple of people share. If you're done, raise your hand and I'll show you how to email your doc to me.

Student: [inaudible 01:10:44].

Teacher: If you know how, then fine, but some people don't.

Student: [inaudible 01:10:50].

Teacher: Well just send me what you have so far. It's a work in progress. We'll probably add some more to it tomorrow. You might hear some feedback from your classmates today that you might want to incorporate in your doc. Let's go back to that paragraph about comparing. Is there an adaptation that they both share that's the same? They only have one. One adaptation that is very, very similar. I'll give you a hint. It has to do with the roots.

Student: Stems?

Teacher: The roots. The arctic poppy, where do its shallow roots grow around? Student? Where do the shallow roots grow around?

Student: Rocks.

[01:12:00]

Teacher: Okay. Student. The strangler fig's roots. Where does it grow around?

Student: The host tree.

Teacher: They've both have adapted their roots to grow around something, and it helps stabilize the plant.

Student: Does that mean [inaudible 01:12:16]?

Teacher: To stabilize it means that it doesn't move very easily. Remember the shallow roots of the arctic poppy? They grab onto the rocks so that if there's a big gust of wind, they don't fall over. Same with the strangler fig. How do the roots get so high up into the host tree?

Student: Because the birds eat the fruit on top the tree.

Teacher: Yeah, the bird eats the fruit and when they eat the fruit they also eat the-

Student: The seeds.

Teacher: The seeds. Sometimes the seeds land in the host tree.

Student: Then they grow bigger.

Teacher: The seeds start growing around the host tree, just like this one. Eventually, this is why it gets its name, it strangles the host tree so that it can't grow anymore and it takes away all its water and it blocks off all its sunlight and it kills it. That's one adaptation that's very similar. If you want to go up to your compare part of your essay, and write that in. I'll show you how to start it. One adaptation, both the arctic poppy, I'm going to abbreviate it here because I'm running out of room, and the strangler fig share are their roots. You can talk about how both plants have very strong sturdy roots.

[01:14:00]

Student: [inaudible 01:14:12].

Teacher: Another difference between the arctic poppy and the strangler fig is, one is a tree. That's the one you said.

Student: No, the other one.

Teacher: This one? One adaptation of the strangler fig is ... I think it had to do with the hair. No, it had to do with how it gets its food. One adaptation of the strangler fig is the strangler fig will survive off the host tree and slowly kill it. The arctic poppy's adaptation is the poppy

will follow the sun. How are you guys doing back there? Anybody done, need help emailing their papers? Okay, keep writing, I'll be right back. All you do is ... Where's your paper? Right here?

Student: Yeah.

Teacher: Go up to share. Save it, you need a name before you can share it. Just write compare contrast essay.

Student: [inaudible 01:15:47].

[01:16:00]

Teacher: Yeah, I need to give you a new calendar. You need to print it out. Make sure you title your document before you email it, then hit save. It'll tell me who it's from. Then enter my email, so Student S, right there. Then, leave it as can edit and send. Leave it there, leave it as can edit, then send. Now it's going to email me your document, okay? I'm going to print it out.

Student: [inaudible 01:16:39] ...

Teacher: Student, here you go. Read it through, see if you can make any changes on it first. If not, then. You guys have about 8 more minutes. How are you doing?

Student: [inaudible 01:17:53].

[01:18:00]

Teacher: Who did not go to lunch monitors yet? Student, Student, you went already. Student, and I think [inaudible 01:18:12].

Student: [inaudible 01:18:15].

Teacher: No, he did, and then he got sent back because he was sick. You 2 will go after recess, okay? You went already.

Student: [crosstalk 01:18:23].

Teacher: Yeah, you went already. Start finishing up your last couple of thoughts and then email those to me so that you have it to read off of. It's really hard to read off of your laptop ... About 2 minutes, I'm going to ask that everyone finish their sentence, even if you're not finished with your essay, just finish your sentence and then start emailing them to me so that I have time to print them out. Okay? Sorry, now you have 1 minute. If you're done, title it, email it to me. Yes.

[01:20:00]

Student: [inaudible 01:20:39].

Teacher: Okay, just write it, fix it with your pen, or pencil, and then when we look at it again,

tomorrow. Because you might have more revisions to do after your classmates hear it. Okay. If you found some already then just fix it with your pencil and then type it out again tomorrow. Okay? Okay. Can you write your name on it? Student, yours is coming out right now. 2? Oh. Is it the same one?

Student: Yeah. One has a [inaudible 01:21:28].

Teacher: Which one do you want? The one with the big font, or the one with the small font?

Student: [inaudible 01:21:33].

Teacher: Okay. I think that's what I printed out.

Student: [inaudible 01:21:50]?

[01:22:00]

Teacher: No. Go to share, in the top left hand paragraph, the top left hand corner, right hand corner, sorry. I'm all backwards today. Top right hand corner. That blue button, share. Did you give it a title? Okay. Type in my name. Student. Then my email will come up.

Student: [inaudible 01:22:22]?

Teacher: Yes. Student, I don't know which one you want. They look exactly the same. Here you go.

Student: [inaudible 01:22:41].

Teacher: Yes. You should have your sentence finished. Start emailing them to me. I'm going to pick a couple of people to read what they have.

Student: [inaudible 01:23:04] not done.

Teacher: Doesn't matter. Email it to me. Like I said, if it's not done it's fine. We're probably going to make revisions tomorrow anyway, after you hear feedback you get from your classmates.

Student: Like this?

Teacher: Yes. There's a blue button in the top right hand corner that says share. If you didn't give you paper a name, it's going to ask you to give it a name, you can name it anything. Science paragraph, compare contrast essay, science essay.

Student: [inaudible 01:23:39] compare contrast.

Teacher: Okay. Type in my last name into the email slot. My email should come up.

Student: Share?

[01:24:00]

Teacher: Share, yes. Click share, leave it as can edit. Student, you come grab your off the printer. Did you send it to me Student? Send it.

Student: I'm sending it.

Teacher: Send it.

Student: [inaudible 01:24:21].

Teacher: Your name? Why are you going to put your name?

Student: [inaudible 01:24:24]?

Teacher: My name.

Student: [inaudible 01:24:26].

Teacher: Give it a title. Student, yours is coming up.

Student: Okay.

Student: What?

Teacher: Student, yours is coming out of the printer too.

Student: [inaudible 01:24:52].

Teacher: Why are you adding people? Just type in my name.

Student: [inaudible 01:25:03].

Teacher: Give it a title first. Yeah, and then hit send.

Student: [inaudible 01:25:15].

Teacher: No. You can make a revision for tomorrow.

Student: [inaudible 01:25:21].

Teacher: You have to what?

Student: [inaudible 01:25:23].

Teacher: No. Did you send it to me? Did you send it to me? Bring it over here, Student. Student, Student, yours is in the printer.

Student: [inaudible 01:25:45].

[01:26:00]

Teacher: Yeah, Student [Student 01:25:48]. Sure. Student, right there, send. Student, yours is coming up. If I didn't print yours yet. Be careful with that.

Student: [inaudible 01:26:18].

Teacher: Student, why are you sending it to me twice? If I didn't print yours yet, don't worry about it.

Student: [inaudible 01:26:29] mine's ready.

Teacher: Okay.

Student: [inaudible 01:26:31].

Teacher: Yes, Student.

Student: [inaudible 01:26:34].

Teacher: Yeah, I did, so?

Student: [inaudible 01:26:43].

Teacher: Yeah, I did.

Student: [inaudible 01:26:50].

Teacher: After. Let's finish this first. Student, Student, Student, yours are all in the printer. Go grab it. Last one, Student, there you go. Actually, stay in your seats. We'll have, first one, Student.

Student: [inaudible 01:27:36].

Teacher: Can you close your computer? Student, shut the top. Okay. All right. Let's listen to Student's, we're going to listen to see-

Student: [inaudible 01:27:45].

Teacher: Student's. Where going to listen to see did she answer the question? Did she give examples, information, did she give an explanation for he citations? We want constructive positive feedback.

[01:28:00]

Student: [inaudible 01:29:31] question. How are plants from a different environment similar? How are they different? I can compare, contrast plants of 2 different environments by comparing the strangler fig and the arctic poppy. The arctic poppy lives in the arctic. The strangler fig lives in the rainforest. They both need sunlight and water. They both have roots and stems. The function on the leaves of the arctic poppy and the strangler fig's are similar because they both have the same functions. [inaudible 01:28:22] photosynthesis. I can contrast the strangler fig and the arctic poppy by, the arctic poppy is smaller than the strangler fig and the strangler fig is bigger. The arctic poppy does not live in the same environments. The arctic poppy lives in the arctic and the strangler fig lives in the rainforest. Lastly, the arctic poppy and the strangler fig is different from weather in the rainforest. The weather in the rainforest and the arctic is [inaudible 01:29:31].

Teacher: Next up, raise your hand. Can you give her something positive she had in her paper?
Student?

Student: She didn't have any run on sentences.

Teacher: Very good. She didn't have any run on sentences. Student, anything else?

Student: She stayed on topic.

Teacher: Yeah, she stayed on topic. Nice. Can we give her some feedback on how to make her paper better? All of you are going to have the same thing for the compare, unless you went back in and you added another detail, so let's focus on the contrast. Is there anything you can do to make the contrast paragraph stronger? Student?
[01:30:00]

Student: You can write something about the functions.

Teacher: Yeah, you didn't have anything about, well you had something about the functions. We can make it a little bit descriptive. Something to think about for tomorrow. All right. Thank you Student. Have a seat. We're going to let faith decide by picking sticks. Student. Come on Student, yours is going to be great.

Student: [inaudible 01:30:38]?

Teacher: Probably one or 2 more. We'll see.

Student: I'm kind of shy.

Teacher: That's okay. Let's be respectful. Student. Student, can you read your paragraph please? You can do it. You can do it. Imagine it's not there then. Student, let's go. You can do it.

Student: I can compare and contrast plants from 2 different environments by comparing the

strangler fig and arctic poppy. The arctic poppy lives in the arctic and the strangler fig lives in the rainforest. They both need water, sunlight and oxygen. They both have roots and stems. The function of the leaves of the arctic and the strangler fig are similar because they both have the same function [inaudible 01:31:57] photosynthesis.

Teacher: Okay.

[01:32:00]

Student: That's all.

Teacher: That's all? Okay. Can we tell Student something positive about his paper? Student? Something positive about his paper? You had your hand raised. I thought you wanted to tell him. Okay. Student, something positive about his paper?

Student: Something positive about his paper is, if you added periods and [inaudible 01:32:28].

Teacher: Okay. What was that called? Student used that before, we talked about it last week.

Student: Run on sentences?

Teacher: Yeah, run on sentences. You didn't have run on sentences. Very nice. Anything else positive about his paper? I heard something, he added something extra. Did anybody hear? Student.

Student: He added oxygen.

Teacher: Yeah, so he said they both need water sunlight and oxygen. He added that other basic life necessity to that sentence. How about something he can work on for tomorrow? Student, what's something Student can work on for tomorrow to make his paper stronger?

Student: More paragraphs.

Teacher: More paragraphs, yeah. We didn't hear anything about how they're different. Okay. Tomorrow that's what you're going to focus on. Contrasting the arctic poppy and the strangler fig. Very nice. See? You did fine. Probably have time for one more. Student.

Student: Man.

Teacher: Student come on up. I like how loudly you all are talking as well. That's something we've been working on. We're getting better.

Student: [crosstalk 01:33:32].

Teacher: Okay. Student, Student, pencils down. Thank you. Student, whenever you're ready.

Student: I can compare plants from 2 different environments by comparing the strangler fig and the arctic poppy. The arctic poppy lives in the arctic and the strangler fig lives in the rainforest. They both need water and sunlight. They both have roots and stems. The function of the leaves in the arctic poppy and the strangler fig are similar because they both have the same function of performing photosynthesis.

[01:34:00]

Both are different because the arctic poppy follows the sun and the strangler fig grabs around a host tree and steals water from him. Both are different because the arctic poppy has hair and the strangler fig doesn't. They both are different because the strangler fig is part of a tree and the arctic poppy is plant. Both are similar because they both have sturdy stems.

Teacher: Very nice. Thank you, Student. Something positive you heard in his paper? Student?

Student: He was on topic.

Teacher: Good, yeah. He was on topic. How about the detail he put in his sentences? Student?

Student: He added photosynthesis.

Teacher: He added photosynthesis, yeah. What about the contrast sentences? I heard a few great things in there. Student.

Student: He said that the strangle fig steals water [inaudible 01:35:40].

Teacher: He's very descriptive with his verbs. It steals water, because that's what it does. It steals the water from the host tree. He also used that word, they're both producers. They both produce energy for other organisms. Very nice. Wait, wait, wait. One piece of feedback that he can work on for tomorrow?

[01:36:00]

Student: Paragraph.

Teacher: Student.

Student: He can work on bringing more contrast and [inaudible 01:36:16].

Teacher: Adding more sentences to his contrast? Okay. I think one thing that I would advise you to do is move that compare sentence into the compare paragraph. If you are going to do it simultaneously, so, one thing that's similar about the arctic poppy and the strangler fig is they both are plants, however the arctic poppy lives in a different environment than the strangler fig. Then you can mix the compare and contrast together. We didn't do that today. We just did one compare paragraph and one contrast paragraph. I would move that sentence, that very last sentence about they're both producers, move it into the compare paragraph. Otherwise, very good. All of your paragraphs were very good. Can you put your paragraph in your mailbox?

Student: [inaudible 01:37:18].

Teacher: Put it in your mailbox. Yeah. Line up quietly outside, because the recess bell is going ring in about one minute.