

1 **CLASSROOM EXEMP. #1**

2 **Canutillo - Second Grade**

3 **The Desert**

4 *[T = Teacher; S = Student]*

5 T: We're going to work a little bit on the Internet. We're going to go to a Website
6 that I've already looked at. It's called "The Missouri Botanical Gardens." And
7 we're going to go look at some information on the desert. So now what I'm going
8 to do is I'm going to click up here where it says "bookmark." Can everybody see
9 that? We're going to go down here where it says "Missouri Botanical Gardens -
10 Desert" and we're going to click there and then we're going to "see Webpage."
11 Now this is going to give us a whole lot of information on the desert.

12 S: What is the desert like?

13 T: What is the desert like? Today we're going to study desert animals. What we're
14 going to do is I'm going to click down here where it says "desert animals" and this
15 what you will do. Remember when we have a hand, you can click on it. Let's go
16 and look at some of the animals real quick. Like here I can go and look at some
17 more desert animals. Oh, there's a word we know. Who knows that word?

18 S: Nocturnal.

19 T: What does nocturnal mean? Vanessa?

20 S: It means that the animals go out at night.

21 T: Right, they come out at night. What we're going to do is I'm going to let you split
22 up in pairs and come to the computers.

23 *[Students reading at computers]*

24 T: You were on the Internet. You got to look up some animals. Which animals did
25 you look up?

26 S: _____.

27 T: Okay, and which other ones did you look up?

28 S: The _____ and the sidewinder (?).

29 T: Okay. Did you look those up, too? Okay, so you looked up the information and
30 from there, you got to write your report on each of the animals. Let's go ahead
31 and look at Alyssa's gila monster. Alyssa, will you go ahead and read me what
32 you learned about the gila monster.

33 S: The gila monster _____. The gila monster lives in the desert. It is ____
34 __. It eats eggs and scorpions. It also eats mice.

35 T: Okay. So it's against the law to kill a gila monster.

36 S: Yes.

37 T: I wonder why.

38 S: Because there's not so many left.

39 T: There's not very many left, so they don't want you to kill them because then what
40 would happen?

41 S: Because there would be no more of them.

42 T: There would be no more of them and they would extinct, just like dinosaurs. How
43 did you decide to color the gila monster that color? Is that what a gila monster
44 really looks like?

45 S: Yes.

46 T: Now remember we were talking about most poisonous animals have —.

47 S: Red or pink, orange. So they know they're poisonous.

48 T: So other animals won't eat them. That's very good. I'm glad you remembered
49 that. Jackie, what's interesting about the sidewinder that you learned? You want
50 to read it to me?

51 S: Okay. The sidewinder is poisonous. The sidewinder eats mice, rats, and lizards.
52 So a sidewinder lives in the desert. The sidewinder is six feet long. The sidewinder
53 is brown with white stripes.

54 T: Very good. You girls did a really good job with these and I really like the way you
55 colored. Thanks a bunch. Matthew, would you like to tell me a little bit about
56 this? And I'm going to get out of the way so I don't get poked. What do you
57 have in there?

58 S: I've got a prickly pear.

59 T: All right.

60 S: And this was a tree cactus. And this one I don't know.

61 T: That one's a barrel cactus. Ooh, ouch! What are those things called? The things I
62 just poked myself on. What is that?

63 S: They're like spines to protect itself from the animals.

64 T: The animals want to eat them, don't they? Why do they want to eat them?
65 Ashley?

66 S: Because they have water.

67 T: They have water inside of them. And we don't have very much water in the
68 desert, so they eat the plants in order to get water. Okay, thank you, Matthew.
69 That is really, really nice. I'd like to pick this up a moment. Could you get back,
70 Alyssa. Because I'd like everybody to see the outside. Did your mom help you
71 with it?

72 S: No. Just me and my dad and my brother.

73 T: Okay, cool. What do you have in there? What kind of animals?

74 S: I've got a lizard, two spiders, and a frog.

75 T: What's that black spider over there? What is that?

76 S: Tarantula.

77 T: It's a tarantula. We want to go ahead and try to remember everything that we
78 learned when we were studying the desert. So what I'm going to do is I'm going
79 to start and my main idea, Antonio, is what?

80 S: The desert.

81 T: So I'm going to put right in the middle "Desert." Make sure I spell it right. Did I
82 spell it right?

83 S: Yes.

84 T: Okay. That's my main idea. So the main idea is going to be in the middle. Now
85 our supporting ideas are going to be off to the side, right?

86 S: Yes.

87 T: So what other things—what can we talk about as far as the desert? There are
88 animals from the desert. Somebody said the cactus wren and somebody said a
89 sidewinder. Alyssa?

90 S: Roadrunner.

91 T: A roadrunner. Maybe I could put it over here. Manny, I bet you could tell me
92 something about this word.

93 S: It's a compound word.

94 T: Why do you think it's a compound word?

95 S: Because road is a word and runner is a word.

96 T: Road is a word and runner is a word. Kangaroo rat. What's special about the
97 kangaroo rat?

98 S: It can jump 10 feet.

99 T: Yes, they can jump really far. We know about some animals, we know about
100 some plants. Let's talk about some facts about the desert that we learned about.

101 S: Very sandy.

102 T: Very good.

103 S: And in the night, it's cold.

104 T: Right, hot in the daytime. And cold at night. I'm going to have some of you
105 working on the computers and then some of you are going to be doing some
106 other things at the desk. You're going to have 30 minutes at the computer to
107 work with your partner and then we'll switch. Where's Inspiration? Who can tell
108 me? How are you going to start? Are you going to change the font? Are you
109 going to leave it the same?

110 S: The same.

111 T: You're going to leave it the same. Click till you find a picture you want.
112 Remember? And then just click it and it will attach itself to where you say desert.
113 Do you remember that, Isaac? That's very good. That's really good. That's going
114 to come out very nicely. Now what else are you going to put on there? Are you
115 going to drop the cactus maybe? That's very good. Okay, snake would be good.
116 And I like how you're doing that, Jasmine, with the little dots on it. Are those the
117 spines that are on the cactus?

118 S: Yes.

119 T: What's the white part? Is that the flower that's on the barrel cactus? Now
120 remember, guys, that you're going to cover the entire piece of paper with crayon.
121 So you're not going to have any of this sand paper showing.

122 *[Students talking together]*

123 T: How about the turtle?

124 S: It's a tortoise?

125 T: Now you have some other pictures on there. What are they for? Okay, but what
126 kind of plants?

127 S: This is a flower.

128 T: From what plant?
129 S: I think a prickly pear.
130 T: Okay, that's going to be your prickly pear flower. What about the other flower?
131 S: White flower.
132 T: Which cactus has a white flower?
133 S: _____.
134 T: I don't have a white or a pink flower.
135 S: Okay, well, what kind of plant? Well, we need to find a plant. That's going to be
136 very hard.
137 T: How are you doing here? What kind of animals did you learn about?
138 S: Cactus. Roadrunner. Camel. Jackrabbit. Desert turtle.
139 T: Can you tell me the facts that you remember about one of the animals? Gilbert?
140 S: Some of them are mean.
141 T: Some of them are mean like what?
142 S: A gila monster.
143 T: A gila monster. Okay. Is a gila monster mean?
144 S: No, it's poisonous.
145 T: It's poisonous. Now would it bite you?
146 S: It never lets go until you die.
147 T: Until it dies. Right. It doesn't let you go. You guys are doing pretty good. But I'd
148 like to see a little more plants maybe. What could you put on there?
149 S: Saguaro.
150 T: Saguaro. Okay, what's so good about saguaro? What did you learn about it?
151 S: It has fruit on top.
152 T: It has fruit on top.
153 S: And flowers.
154 S: It gets water when it rains.
155 T: Thank you very much. Let's put some plants in there, okay. You guys are doing a
156 really good job. I'd like you to add the names of the animals underneath. Okay,
157 good. Now why don't we go to the other ones and—because, like I know what
158 you mean when you have the flowers there but some people might not
159 understand that you're talking about the cactus flower. So you might want to go

160 to the flower and then write the name. Are you going to put any animals in your
161 picture? No animals? Just cactus?

162 S: An eagle.

163 T: An eagle. That would be good. Is the eagle going to be in the sky or on the
164 cactus? In the sky? Let's go ahead and see—oh, that's really nice. What do you
165 have?

166 S: The moon.

167 T: And what are these?

168 S: The stars.

169 T: Okay, now what I'm going to do is I'm going to turn it upside down and when I
170 iron it, what do you think is going to happen?

171 S: The crayons are going to come off and go on the paper.

172 T: Okay, now, I don't want you to touch it because it's very hot. Now look at your
173 picture. Your moon is on this side but over here it's on this side.

174 S: Because it's flipped over.

175 T: It's flipped over. That's very good. And it's got the fruit on top. Let's go ahead
176 and put this down. And I'm going to iron it. Oh, look how pretty. That looks
177 really good. You can't see the snake very good but you can see him a little bit.
178 But you can see the cactus really good. Now what we're going to do is we're
179 going to switch. Everybody stay here for a minute. If you're on the computers,
180 you need to save your work. Matthew and Ashley at this computer. Manny and
181 Jessica at that computer. Jasmine and Vanessa at that computer. Whoever I said
182 first is in charge of the mouse. The rest of you need to go back to the desks.
183 Samantha, Moira, _____, you're going to go to Inspiration. You might need
184 to help them spell animal. Where could you find how to spell animal?

185 S: Up there.

186 T: Right. We have an animal poster right there and it has the word animals on it.
187 And I'm going to iron it. What do you think is going to happen?

188 S: _____.

189 T: Crayon is almost like a candle and it melts when you get it hot. Have you ever left
190 a crayon in the car? In the summer?

191 S: Yes.

192 T: You come out and your mom's pretty mad. Did you do that once? What
193 happened?

194 S: I had it in the _____ and I forgot to take it out and then it melted.

195 T: Okay, that'll happen, too. Gilbert?

196 S: What if we want to draw with a pencil?

197 T: Okay, do you think pencil will melt?

198 S: No.

199 T: Okay, pencil will not melt and so it will not show.

200 S: Gilbert, you can put it light and then you can color it dark.

201 T: What you're saying is you want to draw it first with a pencil and then color it. That
202 would be fine because the pencil is not going to show.

203 *[Students talking together]*

204 T: You did a really good job on your Inspiration project. I saw most of you doing
205 this. You had the desert, you had your animals, you had plants. Some of you had
206 gotten to the facts. I liked how you all used the graphics, used the pictures. Like
207 what does somebody do to show that it rains just a little bit? Right, you use the
208 cloud with just a little bit of rain coming out of it. Yes, Vanessa?

209 S: We also used a sun.

210 T: And a sun. What was the sun showing, Samantha? Samantha?

211 S: It showed that it's hot.

212 T: To show that it's hot. Because you worked with Moira. So you put the sun to
213 show that the desert is hot during the daytime. Vanessa, what did you want to
214 say?

215 S: Well, we tried to look in that so we could know how it _____.

216 T: I noticed that some of you used the posters on the wall where we have all the
217 animals in order to spell things, and that's always good. We can always use the
218 things that are in the classroom to help you spell. Also, Manny, you were trying
219 to spell camel. You did a good job. You asked your partner. You asked me and
220 we kind of sounded it out. So when you can't remember how to spell something,
221 use the clues that you see around and also use your partner and then use me.
222 Okay, because I'm the last resort. Okay? Yes, ma'am?

223 S: On the computer, me and Gilbert helped each other because I was confused.
224 Cactus and camel and kangaroo rat and saguaro.

225 T: Is it good to use each other?

226 S: Yes.

227 T: That's why we have partners. Two is always better than one. Two brains is
228 always better than one. Because if you don't remember, maybe your partner does
229 remember. Yes, Matthew?

230 S: You're happy because you have friends that tell you, that help you.

231 T: Isaac?

232 S: To tell you what's right and what's wrong. It's good that we be working to be like
233 teachers.

234 T: Right, that you work together. Jessica?

235 S: It's good to work together.

236 S: If you've got a partner and they're smart, you could ask questions from them.

237 T: You all are smart.