

Transcript  
Rewriting a Text in 6<sup>th</sup>-Grade Science  
(Stephanie Cassidy, Fairfield, CA)

Teacher: The first reading what is your only job?

Students: Listen.

Teacher: To listen. That's your only job is to listen the first time. Okay really trying to soak up those details. The second time I read you are going to listen and take...

Students: Notes.

Teacher: Notes. After you listen and take notes the second time, I am going to have you compare notes between partners. Now if Jasmine gets a note that Kennedy doesn't get, can they share and use each other's notes and fill in theirs? Absolutely, absolutely. And the third and final time that I'm going to read it, I really want you to listen carefully again and include any notes that may be you didn't get the first time that you took the notes, okay? Are there any questions about what we're going to do? Okay are you ready?

Students: Yes.

Teacher: Everyone showing me smart. These disasters can bury and destroy both human-made buildings and the natural areas wild life need in order to live. Shaking itself can also damage or destroy building and bridges, topple utility poles, and fracture gas and water lines than a house built on solid rock. Ohhhh...That was kind of a little bit longer than we did before.

Students: And it's harder.

Teachers: Now what I want you to do is... I'm going to give you one minute. I want you to share with your partner. Share your details. Partner A you go first. Give some details to your partner. Partner B you should be writing, and then Partner B I want you to share with partner A. Give some details to them and see if you can get some notes that maybe you missed. Go ahead, one minute, talking to each other... this is what I got from the first reading.

Students1: Seismic waves cause landslides. The type of rock and soil that depends on ...like how much it shakes because loose soil shakes more than solid rock.

Teachers: This will be the last time that I read it to you, and then I am going to explain what I expect you and your group to produce. Okay, it was part of our objective. You are going to make that re-tell paragraph. I would like you to work with your table group, okay? You're working with your table group to write a re-tell of the passage I just read to you three times, okay? You need to use your academic language that we included on

your diamond notes, and important details...things that you think are important from that paragraph. Your table group should have a re-tell that is the same because you are creating it together. Okay you're working collectively...yes that means you need to share out, give your ideas, listen to other ideas respectfully. Okay, are there any questions?

Student 2: The ground shakes more on period.

Teachers: On period one.

Students: The ground shakes more on soil than on rocks. Making itself...

Teacher: Kate, yeah why don't you show your notes?

Student: The ground shakes more on soil than on the rock. Shaking itself can cause shaking in bridges and buildings. The type of rock and soil the time in where ---

Teachers: Where and.... how much shaking... yeah, good detail you know, that's great. Karmer have you shared your details, your notes? Okay.

Students: Seismic wave... violent shaking can happen far from the epicenter and shaking can make avalanches. Shaking can destroy buildings. The type of rock and soil can determine if it will break or not.

Teachers: Ohhh, I like that. Now how can you guys put that together? How can you take all of the details that Selene, and Tamia, Karmer and Nat shared? How can you start as your re-tell. What do you think your first detail should be?

Students: Shaking produces?

Student 2: What shaking does?

Teachers: Shaking... yeah what shaking does. Okay, so what do you think your first sentence should be?

Students: Earthquake causes damage.

Teachers: Earthquakes cause damage. Okay maybe we can start there. And then here's how I want you to work... you say okay, Max says, earthquake cause shaking. Do you guys all agree? And I say yeah, okay, so then that's your first sentence and then you continue sharing that way, okay. If somebody doesn't agree, that's okay. You don't always have to agree, but then you talk about well what do you think should go next then.

Teachers: What stuff ... let's use our vocabulary words. So Karmer says, then the buildings...

Students: Break. I mean toppled.

Teachers: Topple over. So she used one of her vocabulary words. So, let your group members get caught up. So then the buildings toppled over... what else? I'd like to show you the original paragraph that I read to you... paragraphs, there's actually two... and I want you to compare what you have right now as your group to what was actually read to you, okay? The shaking produced by seismic waves can trigger landslides and avalanches. How many... I'm curious... how many of you included landslide and avalanches? Yeah, I heard a lot of you include that.

SOURCE: WestEd, Fairfield-Suisun Unified School District