

K-3 SPED Letters
Classroom

Teacher: [crosstalk 00:00:40] All right. STUDENT, come on. You can sit over here. Where's what? Okay. I'm just going to walk on over. [inaudible 00:00:35], yeah, you're behind [Student 00:00:38]. All right. Are we all good today?

Class: Yeah.

Teacher: Who's good today? All right. Student, are you good today?

Student: Yeah. [crosstalk 00:00:55]

Teacher: Yeah? [inaudible 00:00:55]

Teacher: I did. After when we get a break, you may go out to the car and get it.

Student: There's ... Can I have a candy cane? [inaudible 00:01:19].

Teacher: Just wait for STUDENT to get over here.

Student: Okay.

Teacher: Yes. What do you think I baked last night? What did I bake last night? [inaudible 00:01:32] cookies. [crosstalk 00:01:32] Did you make cookies? Yeah. I spent my evening doing gingerbread cookies. [inaudible 00:01:38] All right. Are you with us? All right. (Singing) Hey guys, look at me. Okay? Let's do it again. All right? Is it a good morning?

Student: Yes.

Student: Yes.

Teacher: Are we sure it's a good morning?

Student: Yes.

Teacher: I can tell by the smiles on your face.

Class: Eee!

Teacher: There we go.

[00:02:00]

Class: (Singing) Good morning. Good morning. Good morning to you. Good morning. Good morning. [inaudible 00:02:08]. If you're happy and you know it clap your hands. If you're happy and you know it clap your hands. If you're happy and you know it then your face will surely show it. If you're happy and you know it clap those hands. If you're happy and

you know it stomp those feet. If you're happy and you know it stomp those feet. If you're happy and you know it then your face will surely show it. If you're happy and you know it stomp those feet. If you're happy and you know it shout hurray. Hurray! If you're happy and you know it shout hurray. Hurray! If you're happy and you know it then your face will surely show it. If you're happy and you know it shout hurray. Hurray!

Teacher: [Student 00:03:36], would you please go and get the shakers out?

Student: Yeah. [inaudible 00:03:48]

[00:04:00]

Teacher: ... everybody gets a shaker, please. Thank you. [inaudible 00:04:02] Nicely, [Student 00:04:03]. Thank you. May I please [inaudible 00:04:07] Who else needs? Student, maybe you could give it to [Student 00:04:09] and we could give him some more. Thank you. Oh okay, it's okay [crosstalk 00:04:32] All right. Are we ready? Who's going to count me in? [Student 00:04:35], [crosstalk 00:04:48]. All right, one ...

[00:06:00]

Class: Two. One, two, three, four. (Music playing)

Teacher: Help me.

Class: (Singing) Sing, sing a song. Sing out loud. Sing out strong. Sing of good things, not bad. [crosstalk 00:06:29] Sing of happy, not sad. Sing, sing a song. Make it simple, to last the whole day long.

Teacher: Shake [Student 00:06:42].

Class: Don't worry that it's not good enough for [crosstalk 00:07:01]. Just sing, sing a song.

Teacher: Help.

Class: La la la la, la la la la la, la la la la la la la. La la la la, la la la la la, la la la la la la la.

Teacher: Good job guys. What's the next one? [crosstalk 00:07:26]

Student: Three Little Fish.

Teacher: Three Little Fish. [inaudible 00:07:38] What did I tell you that word was? [crosstalk 00:07:40] Nope. The rhythm. Right?

Student: Rhythm.

Teacher: Do we want the rhythm for Three Little Fish? Okay.

Student: Slowly.

Teacher: Slowly? Okay, I'll slow it down.

Student: Because you always say slowly.

[00:08:00]

Teacher: I know because we cannot sing that fast. Let's make him a little bit slower. Is that good? You tell me.

Student: Yeah.

Teacher: Is it good. Okay [inaudible 00:08:06]. All right. But you have to help me.

Class: (Singing) Down in the meadow in a little bitty pool, swam three little fishies and a mama fish, too. "Swim" said the mama fish, "Swim if you can", and they swam and they swam right over the dam. Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! And they swam and they swam right over the dam.

[00:10:00]

"Stop" said the mama fish, "or you will get lost". The three little fishies didn't wanna be bossed. The three little fishies went off on a spree and they swam and they swam right out to the sea. Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! And they swam and they swam right over to the dam.

"Whee!" yelled the little fishies, "Here's a lot of fun. We'll swim in the sea till the day is done". They swam and they swam, and it was such a lark, [inaudible 00:10:31] of a sudden they saw a shark! Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! And they swam and they swam right over the dam.

"Help!" cried the little fishies, "Look at all the whales!" Quick as [crosstalk 00:10:53] they turned on their tails. Back to the pool in the meadow they swam, and they swam and they swam back over the dam. Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! Boop boop dit-tem dat-tem what-tem Chu! And they swam and they swam back over the dam.

Teacher: Good job guys. Would you please collect the shakers for me quickly? Thank you. [crosstalk 00:11:18] Let's go. Thank you. That's okay. [crosstalk 00:11:20] nicely. Thank you. Who has a shaker? [crosstalk 00:11:23] All right, are we ready? Are we ready?

Student: Yes.

Teacher: Okay.

Student: Yes.

Student: Yeah.

Student: Miss [inaudible 00:11:28]. What are you [inaudible 00:11:30]?

Teacher: That's just so that they can hear me when I'm talking. Can you hear me when I'm talking?

Class: Yes.

Teacher: The answer's yes. Yes, you can hear me. Okay? Let's see. (Singing) [crosstalk 00:11:41] Okay ...

Student: D.

Teacher: Good.

Class: O. C. [crosstalk 00:11:44] C, E.

Teacher: What starts with the letter C? [crosstalk 00:11:46] Good. Good.

Class: L. S.

Teacher: What begins with the letter S? [crosstalk 00:11:49]

Student: G. [crosstalk 00:11:49]

Teacher: I didn't hear you.

Student: E.

Teacher: Right.

Student: H. Horse. F. Faster. [crosstalk 00:11:52]

Class: D.

Teacher: D.

Student: E. [crosstalk 00:11:53]

Teacher: Whose name begins with R? [crosstalk 00:11:55] Whose name begins with R? [crosstalk 00:11:56] R. Whose name begins with M.

Student: Student.

[00:12:00]

Teacher: Student. [crosstalk 00:12:01]

Student: B. [crosstalk 00:12:01]

Teacher: Who's A? [crosstalk 00:12:01] Good job. All right. Take a look [crosstalk 00:12:02] Nope. We're going to skip right along. [inaudible 00:12:09]. What are they? Vowels or consonants?

Class: Vowels.

Teacher: Here we go. Let's go. (Singing)

Class: Old MacDonald had some vowels, A-E-I-O-U.

Teacher: What's the first one?

Class: And the very first vowel is the letter ...

Teacher: A. [crosstalk 00:12:28] Let's go.

Class: With an A, A here and an ah, ah there. Here an A, there an ah, everywhere an A, ah. Old MacDonald had some vowels, A-E-I-O-U.

Teacher: What's next? What's next?

Student: E.

Teacher: E.

Class: Old MacDonald had some vowels, A-E-I-O-U. And the second little vowel is the letter E. Let's see what it can do.

Teacher: Let's go.

Class: With an E, E here and an eh, eh there. Here an E, there an eh, everywhere an E, eh. Old MacDonald had some vowels, A-E-I-O-U. [crosstalk 00:13:00]

Teacher: I don't know what's next.

Student: I.

Teacher: I. Is this I?

Student: No. (Singing)

Teacher: It's ...

Student: U.

Teacher: What's this?

Student: I. [crosstalk 00:13:09] I? [crosstalk 00:13:10]

Teacher: See what it can do. Let's go.

Student: With an I, I here and an ih, ih there. Here an I, there an ih, everywhere an I, ih. Old MacDonald had some vowels, A-E-I-O-U.

Teacher: What's next? Which one's next?

Student: O.

Teacher: O. [crosstalk 00:13:25]

Class: A-E-I-O-U. The fourth little vowel is the letter O. Let's see what it can do.

Teacher: Thank you.

Class: With an O, O here and an ah, ah there. Here an O, there an ah, everywhere an O, ah. Old MacDonald had some vowels, A-E-I-O-U.

Teacher: What's last?

Student: U.

Class: U. [crosstalk 00:13:38] Old MacDonald had some vowels, A-E-I-O-U. And the last little vowel is the letter U. Let's see what it can do. With an U, U here and an uh, uh there. Here a U, there an uh, everywhere a U, uh. Old MacDonald had some vowels, A-E-I-O-U. Yee-haw!

Teacher: [00:14:00] Student, would you please collect my vowels for me please, and put them in the right order [crosstalk 00:13:59] Thank you. Hurry, hurry, hurry. Come on. [crosstalk 00:14:02] Here we go. Come on. Thank you. She's going to put our vowels up. What's the first one?

Student: A.

Teacher: Good.

Student: E.

Student: I.

Student: O, U. [crosstalk 00:14:10]

Teacher: Go ahead, yep. Put it right there on the board. [crosstalk 00:14:13] Careful. Thank you. [inaudible 00:14:14] keep it on. A.

Student: A.

Teacher: While Student is doing that, can anybody remember a word that begins with the letter N?

Student: N.

Teacher: Hmm ...

Student: Oh, net.

Teacher: Net. [Student 00:14:21], what begins with the letter N?

Student: N? Net.

Teacher: Net. Let's see. [inaudible 00:14:34] Let's see my picture. Student is just working on that. Let her work on that. Can you see any picture here that begins with the letter N?

Student: No.

Student: Nail?

Teacher: Nail. [crosstalk 00:14:55]

Student: How about cotton?

Teacher: Cotton? No.

Student: How about nets?

Teacher: [crosstalk 00:16:01] Okay, [Student 00:14:59], you answered three times. Let's see if somebody else can answer. Does anybody ... Let's see. You know what? That is music but music starts with the letter M. Those are what we call notes and they begin with the letter N. Notes. Hmm ... Well, let's see [inaudible 00:15:57]. Let's see. Where does a bird live? In a ...

[00:16:00]

Student: Nest.

Teacher: In a nest. Very good. Let's see if there's something else here. [crosstalk 00:16:15] Are

you finished?

Student: Bird.

Teacher: Oh let's see Student. Can you show everybody? That's okay. [inaudible 00:16:40] Yeah. And the last one. Let's ask everybody [inaudible 00:16:50]. That's good. All right, go sit down. Thank you. Did Student put it in the right order? Did she put it in the right order?

Student: Yes.

Teacher: Yes. Let's say it.

Class: A-E-I-O-U.

Teacher 2: Good job.

Teacher: Very, very good. All right. If we take a look ... Can anybody see anything else? Hmm ...

Student: No.

Teacher: Student.

Student: Numbers.

Teacher: Numbers. Excellent. Good job. Let's see. Oh, [Student 00:17:33], this is the number ...

Student: Nine.

Teacher: Nine. [inaudible 00:17:40] Nine. Does hat begin with the letter N?

Student: No, it starts with a ha.

Teacher: H. Right? How about man? Mm.

Student: Man starts with an M.

[00:18:00]

Teacher: Good thinking. Let's see. Hmm ... Something on my face might begin with the letter N.

Student: Nose.

Teacher: My nose. That's right. Okay, let's put this to one side for one second and we're going to start our lesson to look at our letter N. See all of our other letters? Let's just review M. Should we sing our M, and then we'll pick another one. Someone can pick another one. All right? I know [inaudible 00:18:39] but you can sing along with us. Let's see. All right.

Class: There was a man who lived in the moon, who lived in the moon, who lived in the moon. There was a man who lived in the moon, his name was [crosstalk 00:19:00].

Teacher: With M, his head was made of a ...

Student: Mountain.

Teacher: Good.

Class: His head was made of a mountain, a mountain, a mountain. His head was made of a mountain, his name was [crosstalk 00:19:18].

Teacher: Hmm ... His eyes were made of? Student, what were they made of?

Student: The moon?

Teacher: Yeah.

Class: His eyes were made of the moon, the moon, the moon. His eyes were made of the moon. His name was [crosstalk 00:19:31]

Teacher: Hmm ... [Student 00:19:32]. His body was made out a ...

Student: Melon.

Teacher: Melon ...

Class: A melon, a melon. His body was made of a melon. His name was [crosstalk 00:19:39].

Teacher: Hmm ... What were his legs made of?

Student: Milk.

Student: Milk.

Teacher: Milk.

Class: His legs were made of milk, of milk, of milk. His legs were made of milk. His name was [crosstalk 00:19:54].

Teacher: Okay, let's see ...

Student: His feet.

[00:20:00]

Teacher: Now Student, I know you answered. Student, what were his feet made of?

Student: Mittens?

Teacher: Mittens.

Class: His feet were made of mittens, of mittens, of mittens. His feet were made of mittens. Hi name was [crosstalk 00:20:15].

Teacher: [Student 00:20:20]. What were his arms made of?

Student: Mail.

Class: His arms were made of mail, of mail, of mail. His arms were made of mail. His name was [crosstalk 00:20:30]

Teacher: Good job. We did M. Let's see ... Should we pick one of other ... Let's see, one of our other letters. Would somebody like to pick a letter?

Student: Me, me.

Teacher: [inaudible 00:21:00], what letter? Let's see. The E. Would you like the E? That's a hard one for us. We'll have to think about it. Hmm ... [crosstalk 00:20:53] Remember, it's not planet. We made his head ... It begins with the letter E. The ...

Student: Earth.

Teacher: The earth. Good job. His head was made of the Earth. Let's see [crosstalk 00:21:07] What were his eyes made of? [inaudible 00:21:09] E. Let's see. Eyes. His eyes are made of eyes. That's right. Okay. How about his nose? I know what that is. Chicken lays an ...

Student: Eggs?

Teacher: Egg. His nose was made of an egg. How about his mouth?

Student: It's ... [inaudible 00:21:30] eel.

Teacher: The eel. The electric eel. Good. How's about his body?

Student: Elephant.

Teacher: Yes. And how about his arms?

Student: His arms [inaudible 00:21:42] ear.

Teacher: Ears. Good job. We actually got that. Oh! His feet were made of ...

Student: Eights.

Teacher: Eights. Good job guys. Okay. Should we sing that one or should we sing a different one? [00:22:00] Want to do D? [crosstalk 00:22:02] Okay, let's go guys.

Class: There was a man that lived in the moon, that lived in the moon, that lived in the moon. There was a man who lived in the moon, his name was [crosstalk 00:22:16]. His head was made of the earth, the earth, the earth. His head was made of the earth. His name was [crosstalk 00:22:24].

Student: His eyes?

Class: His eyes were made of eyes, of eyes, of eyes. His eyes were made of eyes. His name was [crosstalk 00:22:33]

Teacher: His nose.

Class: His nose was made of an egg, an egg, an egg. His nose was made of an egg. His name was [crosstalk 00:22:43].

Teacher: Hmm ... What was his mouth made of? [inaudible 00:22:48] You tell [Student 00:22:49]. What was his mouth made of?

Student: Eel?

Teacher: Eel. An eel.

Class: His mouth was made of an electric eel. [crosstalk 00:22:59] His name was [inaudible 00:23:07]. [crosstalk 00:23:07]

Teacher: Oh, they hide in water. [crosstalk 00:23:10] What was his body?

Class: His body was made of an elephant, an elephant, an elephant. His body was made of an elephant. His name was [crosstalk 00:23:23].

Teacher: Hmm ... His feet? Or his legs?

Class: His legs were made of ...

Student: Eight.

Class: ... of eight, of eights. His legs were made of eights. His name was [crosstalk 00:23:42].

Student: His arms.

Teacher: His arms. [inaudible 00:23:44], no those were his legs [crosstalk 00:23:47].

Student: No, his arms, ears.

Teacher: His ears. [inaudible 00:23:55]. [crosstalk 00:23:56] Oh, you're right. You are so right.

[00:24:00]

Class: His arms were made of ...

Student: Ears.

Class: Of ears, of ears. His arms were made of ears. His name was [crosstalk 00:24:09].

Teacher: Okay, so here's my picture. Now we have to make another one. This is with our letter N. [crosstalk 00:24:18] I will have to ask people, what would be the best thing that we could draw for our letter N? [crosstalk 00:24:26] Hmm ... Let's see. Let's see. What could his be made of? Student, you wait. Let's see ... What could his head be made of? Something that's maybe round. Do you see anything round there?

Student: Orange.

Teacher: An orange? Why would we want an orange, because that doesn't begin with the letter N. Hmm ... Hmm ... Would you like to point to something? Do you want his head to be made of numbers? Would you like that? Do you want to go and put some numbers on the paper for me please? We'll make his head made of numbers. Come on.

Student: I thought he's ...

Teacher: That's okay. We all have our own opinion and she wants the head to be made of numbers. Let's see ... [inaudible 00:25:13], what color would you like?

Student: Pink.

Teacher: Pink. Okay. Can you put some numbers right here for his head? Hurry. Now, the next one, we're going to have to think. Put some numbers right here. Good. How about another number. Good. What's another number? Maybe one right here. [inaudible 00:25:44]. How about, can you draw the number four? [inaudible 00:25:50] Nice. Thank you. [00:26:00] [Student 00:25:59], did his ... His head was made of ... What was his head made of?

Student: Numbers.

Teacher: Numbers. Here's my numbers. His head was made of numbers. Okay, so what was his body made of? Student? Student, what was his body ... Just wait. What was his body made of Student? Look at a picture. Oh, what is that?

Teacher 2: You say it out loud.

Teacher: That's right.

Student: Net.

Teacher: Oh, you want his body to be a net. Come and draw a net for me please. [crosstalk 00:26:38] All right. All right. There you go. His body was made of a net. Make his net. [crosstalk 00:26:47] Yep. Good job. Just make a great big body there. It could be a net [crosstalk 00:26:55]. [Student 00:26:55], I'm going to ask you [crosstalk 00:26:56] Yep, right there. Good job. [Student 00:26:59], what were his legs made of?

Student: Hmm ...

Teacher: Hmm ... You can think of something that begins with the letter N. Just take a look. [crosstalk 00:27:17]

Student: Nest.

Teacher: A nest? You want his legs to be made of nests. Do you want to come and draw it. [crosstalk 00:27:25] I'll bring it to you. Okay.

Teacher 2: Good job.

Teacher: Good job Student. What color would you like his nest to be [Student 00:27:31]? What color.

Student: Red.

Teacher: Red? Okay. I will bring it to you. Okay, so he said he wants the legs to be made of nests. There you go. Can you draw me two nests please, for his legs? Go ahead. You can do it. [00:28:00] Yep. [Student 00:27:58] ... Hmm ... Let's see ... What are we going to make for his arms? His arms could be something else that begin with the letter N. Can you take a look? What would you like his arms to be? Hmm ... Hand. That doesn't begin with the letter N. [crosstalk 00:28:18] What would begin with the letter N? A hat. Does hat begin with the letter N?

Class: No.

Teacher: No. Let's see. Pick something else. What could his arms be made of? Do you see something long and thin? We already used numbers. Do you see something long and thin? Let's see ... [inaudible 00:28:53] What's this? Do you know what that is? What is that? What is that? That is ... It's a ... Nnn ...

Student: Needle.

Teacher: Needle. Good job. Can you please draw two needles for his arms? I'll give you blue. Okay. You can draw two lines for his arms. Those are, his arms were made of needles.

Student: Needles [inaudible 00:29:31].

Teacher: To sew. [crosstalk 00:29:32] To fix your clothes.

Student: And made the blanket.

Teacher: Good job [Student 00:29:39]. Other side. [inaudible 00:29:44]. Let's see ... What could his hair be made of? Something that begins with the letter N. Hmm ...

Student: How about ...

[00:30:00]

Teacher: Hmm ... What could his hair be made of? [inaudible 00:30:03] Let's see ... Well, look at our picture. Wow! What did you say?

Teacher 2: Say it louder.

Teacher: What did you say?

Student: Noodles.

Teacher: Noodles. Noodles. Do you want to come and make noodles for his hair?

Teacher 2: Go. [crosstalk 00:30:21]

Teacher: That is a good one. All right. Noodles for his hair. You put noodles for his hair. Then our N will be finished. Our man [crosstalk 00:30:32]. I like those noodles. [crosstalk 00:30:34] Thank you. All right, let's do our song. [crosstalk 00:30:39] remember our words that begin with the letter N. [inaudible 00:30:46] Look at the picture so you can remember. Okay?

Class: There was a man that lived in the moon, that lived in the moon, that lived in the moon. There was a man that lived in the moon. His name was [crosstalk 00:31:10]. His head was made of ...

Student: Numbers.

Teacher: Everybody together.

Class: Numbers, of numbers, of numbers. His head was made of numbers. His name was [crosstalk 00:31:26].

Teacher: Hmm ... What was his body made of? Look at the drawing.

Student: Net.

Teacher: Net. His body was made of a net, a net, a net. His body was made of a net. His name was [crosstalk 00:31:38]. Hmm ... What were his legs made of? [crosstalk 00:31:42] Circles. They're circles but where does the bird have his home? [inaudible 00:31:51] No. In the ... You sit on the ...

Student: Nest.

[00:32:00]

Class: His legs were made of a nest, a nest, a nest. His legs were made of a nest. His name was [crosstalk 00:32:04].

Teacher: Who remembers what his arms were? Long ...

Student: Long spaghetti.

Teacher: No, not spaghetti. [crosstalk 00:32:15] No, how are we going to sew? You have to use a ... Nnn.

Student: Noodles.

Teacher: Not noodle. Nnn ... [inaudible 00:32:25]

Student: Needle?

Teacher: Needle. Needles. Remember? Okay.

Class: His arms were made of needles, of needles, of needles. His arms were made of needles. His name was [crosstalk 00:32:41].

Teacher: The last one, loud, loud, loud is, his hair was made of?

Student: Noodles.

Class: His hair was made of noodles, of noodles, of noodles. His hair was made of noodles. His name was [crosstalk 00:32:57].

Teacher: Good job guys. Good job. I'm going to do one more. Let's do the one ... Hmm ... Let's do the our, let's do B. Let's do B. Who remembers? [inaudible 00:33:07] You want to do C?

Student: Okay, we'll do B.

Teacher: She said, "Okay, we'll do B." We'll do B. Do you want to do C? I don't mind, we can do C, if you can remember. Can you remember? What was his head made of for C? A ...

Student: Circle.

Teacher: Circle. Let's see ... What were his eyes made of?

Student: Circles?

Teacher: Hmm ... I think we eat that and it's yellow.

Student: Corn.

Teacher: Corn. Thank you Student. Good thinking. How about his nose? His nose was made of a ...

Student: Carrot.

Teacher: Carrot. His body was made of a ...

Student: Cat.

Teacher: Cat. That's it.

Student: His mouth was made of cake.

Teacher: His what?

Student: His mouth was made of cake.

Teacher: You're right, his mouth was made of cake. I didn't even see the cake there. [crosstalk 00:33:52] Did you guys see the cake? He remembered the cake. How about his legs?

Student: His legs made of can.

[00:34:00]

Teacher: They're made of cans. His legs were made of cans. How about his arms?

Student: Cone.

Teacher: Cones. [crosstalk 00:34:06] Very good. You guys got all the C's. Very good. How about B? His head made of a banana. [crosstalk 00:34:16]

Student: His eyes made of broccoli.

Teacher: They were made of broccoli.

Student: His clothes made of blueberries.

Teacher: Blueberries. Okay, you answered enough. How about ... What's that ... His mouth was made of a ...

Student: Balloon.

Teacher: Balloon. Good Student. [inaudible 00:34:31] His legs were ...

Student: Buttons.

Teacher: Buttons. [crosstalk 00:34:35]

Student: His arms were made of bats.

Teacher: Bats. You're right, bats. They were bats. Okay, good, good, good. All right, so let's move on. All right? We'll do a little song and then ... Oops. Put this to one side. [crosstalk 00:34:52].

Teacher 2: Good job Student. [inaudible 00:35:05]

Student: It's like a bat.

Teacher: You guys did very well. (Singing) Let's go [crosstalk 00:35:10]. Let's go.

Class: If you know all the season, clap your hands. If you know all the seasons, clap your hands. If you know all the seasons, you've got four terrific reasons, to shout out and name the seasons, clap your hands.

Teacher: What's the first one? If you really love the winter go like this.

Class: Brr. If you really like the winter go like this. Brr. In the winter it's the season when your nose is always freezing' and you're shivering and sneezing, go like this. Brr. (Singing)

Teacher: Spring.

Class: Hurray! In the spring you run and play, shout hurray. Hurray! In the spring the grass is growing and the gentle breeze is blowing and the warm sun is glowing. Shout hurray. Hurray!

Teacher: I don't hear you. I don't hear you.

Student: Hurray!

[00:36:00]

Teacher: Thank you [Student 00:35:59], I love that. Awesome. Let's go.

Class: If you really love the summer, stomp your feet. If you really love the summer, stomp your feet. In the summer you can play [crosstalk 00:36:26] fish all day [crosstalk 00:36:27], stomp your feet.

Teacher: Last one.

Class: If you really love the autumn, slap your knees. If you really love the autumn, slap your knees. [crosstalk 00:36:45] and it's off to school we go, slap your knees.

Teacher: Good job.

Student: Colors.

Teacher: No, colors. We're going to do shapes. Do you know what I found? As Mrs. Campbell was cleaning [inaudible 00:36:58]. Okay. Okay, let's see what shape?

Student: Rectangle.

Teacher: Thank you. Rectangle it is.

Student: Circle.

Student: Circle.

Teacher: You guys can wait until I put it up.

Teacher 2: Wait.

Student: Circle. [crosstalk 00:37:11]

Teacher: All right. Be careful, I might fool you. You've got to listen and wait. Let's see ...

Student: Oval.

Teacher: Oval. Good job.

Class: Heart.

Teacher: Good. Thank you for answering.

[00:38:00]

Class: My heart [crosstalk 00:38:04] a cold heart. [crosstalk 00:38:09]

Teacher: Let's see ... Careful, I might fool you.

Student: Octagon.

Teacher: Thank you.

Student: Octagon.

Teacher: Let's see. Let's see.

Class: Triangle.

Student: Triangle.

Teacher: Okay, let's do our song.

Student: Octagon.

Teacher: Let's do our song.

Student: Octagon.

Student: Octagon [inaudible 00:38:23].

Teacher: Are we ready? Are you ready?

Student: Yes.

Teacher: Okay.

Audio: I love shapes. What's your favorite shape?

Teacher: Let's go. [crosstalk 00:38:28]

Class: There are many kinds of shapes. I see them everywhere. I love circles and rectangles, triangles and squares.

Teacher: [crosstalk 00:38:34] circles.

Audio: When I go out I see circles everywhere I go. A circle is round like a steering wheel, it's shaped just like [crosstalk 00:38:41]. Like a big, bright sun, a big bright sun, and a cinnamon bun, and a cinnamon, and the wheels on the bus that go round and round they go. Like a big balloon. Like a big full moon [crosstalk 00:38:53], like a big full moon. How many kinds of circles do you know?

Teacher: Thank you. What's next?

Audio: Squares.

Class: Squares.

Audio: I see squares when we go to town, they're everywhere you turn. They have four sides of

the very same length, let's see what we can learn.

Teacher: Square.

Audio: Like a pizza box, like a pizza box, and my toy blocks, and my toy blocks. Equal sides of one, two, three and four.

Class: Like a picture frame.

Audio: Like a picture frame. Or a window pane.

Class: Or a window pane.

Audio: A square is just a shape that I adore.

Teacher: What's next?

Audio: Triangles.

Teacher: Triangle.

Audio: Here and there [crosstalk 00:39:28] triangles, look around and see. A triangle has three sides ...

Class: One and two and three.

Audio: Like a pizza slice. Like a pizza slide. A piece of pie is nice, a piece of pie is nice.

Teacher: Yay! [crosstalk 00:39:40] Thank you.

Audio: Like a volcano, like a volcano, or the [crosstalk 00:39:46] of a roof that's on my home.

Teacher: We've got to go on, we've got to go on. What's the next one?

Audio: Rectangles.

Teacher: Rectangle. [crosstalk 00:39:54]

Audio: ... with a lot of rectangles, let's just take a look.

Teacher: What's a rectangle?

[00:40:00]

Audio: Two sides long and two sides short [crosstalk 00:40:02]

Class: Rectangle.

Audio: ... just like a book. Like my front door.

Class: Like my front door.

Audio: And the [crosstalk 00:40:06] on my floor.

Class: And the [crosstalk 00:40:09] on my floor.

Audio: And the [crosstalk 00:40:10] like a stereo.

Teacher: Let's go.

Audio: Like a Kleenex box.

Class: Like a Kleenex box.

Audio: And my grandfather clock.

Class: And my grandfather clock.

Audio: I see rectangles ...

Class: Everywhere I go. There are many kinds of shapes, I see them everywhere. I love circles and rectangles, triangles and squares.

Teacher: Okay, are we ready for our alphabet, because then we're going to do our next activity.

Student: What's that?

Teacher: Now, listening carefully. Hmm ... Do you remember?

Student: Yeah.

Teacher: Okay, so let's do this. [crosstalk 00:41:14]

Student: ... C, D, E, F, G ...

Teacher: Is that right?

Student: No, it's the C, under the C.

Teacher: You're right. There we go. Okay, I need to hear you.

Class: (Singing)

Teacher: What's this?

Class: A D. (Singing) E, F.

Teacher: What's this?

Class: G. H [crosstalk 00:41:35] I.

Student: J.

Teacher: Too fast.

Class: J. (Singing) K. L.

Teacher: What's next?

[00:42:00]

Class: M, N, O, P. I could go on all day. Q, R, S, T, alphabetically speaking, you're okay. U (singing) V, W, X, Y, Z. It's fun to wonder through the alphabet with you to tell you what you mean to me.

Student: A, B, C.

Class: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P ... I could go on all day. Q, R, S, T, alphabetically speaking, you're okay. U, V, W, X, Y, Z. It's fun to wonder through the alphabet with you to tell you what you mean to me. It's fun to wonder through the alphabet with you to tell you what you mean to me. A, B, C, X, Y, Z.

Teacher: Good job guys. Okay, so this here and let's take a look if you remember this. It's been a while.

Class: Oh, a hunting we will go.

Student: Fishing.

Class: Oh, a hunting we will go. We'll catch a little fish and put it in a dish and then we'll let them go. Oh, a hunting we will go. [inaudible 00:43:51] A hunting we will go.

Teacher: Student ...

Class: We'll catch a little ...

Student: Fox.

Class: And put him in a ...

Student: Box.

[00:44:00]

Class: And then we'll let him go. Oh, a hunting we will go. A hunting we will go.

Teacher: Student.

Class: We'll catch a little ...

Student: Dog.

Class: And put him on a ...

Student: Log.

Teacher: Good.

Class: Then we'll let him go. Oh, a hunting we will go. A hunting we will go.

Teacher: [Student 00:44:18].

Class: We'll catch a little ...

Student: Fish.

Teacher: A fish? Well we did the fish and we put him in a dish. How about, we'll catch a little ...

Student: Dog.

Teacher: We did a dog. How about [crosstalk 00:44:41] Let me see. Something ... How about a little bat and we'll put him in a ...

Student: Hat.

Teacher: We could put him in a hat. We could definitely put him in a hat. I was thinking of putting him in a mat but you guys [crosstalk 00:45:18]. So let's just take a look over here. Okay? I have ... Whoops, I didn't mean to step on that. I'm going to take our M, our N, sorry, and we're going to put him up here after. Okay? And we're going to look at our letters. I'm going to ask some people to help me with this.

Student: Okay, pick me.

Teacher: I'm not sure. Student, could you please face the board and [Student 00:45:49], face the board so that you can see what's happening. Okay? It's really hard to see. [crosstalk 00:46:00] Okay. I'm going to put all my vowels over here and I am going to try to spell a word. I'm going to put an A here and I'm going to put an N here. Does anyone know

what that spells?

Student: An.

Teacher: Good. Student. Student, do you know what this is? A, N. An.

Student: An.

Teacher: Very good. But I want to make a new word. I'm going to put it lower actually here, so you guys can add in. A and N.

Student: That's the same word.

Teacher: It is the same word. Thank you for noticing that. I just wanted to make it lower so you guys can write because I need to have someone write ...

Student: Me, me.

Teacher: Add a letter so that we can make a new work.

Student: Mrs. Campbell ...

Teacher: I know you know, just a second. Okay? I want to put a letter here.

Student: Me, please.

Teacher: And I have all these letters to choose from. Okay, Student, would you come up and pick a letter and put it in front of the A, N, an sound. What letter is that?

Student: R, an.

Teacher: So what did you spell?

Student: Ran.

Teacher: Good boy.

Student: It rhymes.

Teacher: Ran. Okay, go sit down. Thank you, good job. He put an R. [Student 00:47:48], would you like to come up and pick a letter? And we'll help you. We're going to take the R and we're going to put it away. Okay? Student, turn around please. Thank you. Well let's see. [00:48:00] Good job. What sound does the C make? What sound?

Student: S.

Teacher: Ca. [crosstalk 00:48:13] Look, you put C. C, an. Should we say it together? C, an.

Student: Can?

Teacher: Excellent. Give me five. Good job. Thank you so much. Let's see. I have ... Student spelled ran, [Student 00:48:33] spelled can. Hmm ... [crosstalk 00:48:39] I saw that little hand go up. Come on up. Come on up and help me. I know you can do it. [Student 00:48:44], you're going to be next. [Student 00:48:45], maybe you can take a look and see what word you'd like to spell. Hmm ... What ...

Student: The H.

Teacher: You want to put the H there.

Student: Yeah.

Teacher: Well let's see. Let's see what happens when we put the H there. Everybody has to help Student, okay? Let's all help her. What sound does the H make? Ha, ha, ha, ha. Okay, you can put it there and we'll see if it makes a word.

Student: Ha, han. Han?

Teacher: Han. Is that a word?

Class: No.

Student: You have to pick [crosstalk 00:49:21]

Teacher: Shh. Let's see. Okay, so let's see. I'm going to put ... No Student, don't leave yet. Let's see. What happens if I put a P or an M? Student pick one of the letters.

Student: The M.

Teacher: Okay, put that there. What word does that spell? Student?

Student: M.

Teacher: What sound does the M make? Everybody, what sound does the M make? Mm. [00:50:00] [inaudible 00:49:58] It does, it makes the Mme, so let's go. Em, an spells, man. Good job. Good job. Give me five. Thank yo. [Student 00:50:11], come on.

Teacher 2: Good job Student.

Teacher: Okay [Student 00:50:17]. What letter would you like to pick? S? Is that what you'd like? Can you please pick the S out for me? I'm not sure which one it is. That's okay. Good, put it right there. We picked the S, but if we have the S ... Let's all see ... Just move over.

Let's all say what the sound is. Sssss, an.

Student: San?

Teacher: San. Is that a word?

Student: No.

Teacher: No. [inaudible 00:50:58] No. So maybe ... Can you please put the P there and let's see.

Student: P, an.

Teacher: Ah! Let's all say ... What does the P sound like?

Student: Pa.

Teacher: [Student 00:51:14], what does the P sound like?

Student: Pa.

Teacher: Pa, pa. Right? Everybody all together.

Class: P, an.

Teacher: Good. What word? Pan. Okay, go sit down. Thank you. Good job. Well, maybe I want to change the ... Maybe I want to change the one. Oh, that doesn't come off [crosstalk 00:51:40]. Thank you. Okay, I got the wrong one. Thank you. Thank you. All right. Well maybe I don't want to change the first letter. Maybe I want to change the last letter. [00:52:00] [crosstalk 00:51:57] So let's see. I think we're going to spell ...

Student: C, A.

Teacher: And what's going to come at the end?

Student: Oh, oh, oh! [inaudible 00:52:12]

Teacher: Student? No, actually [Student 00:52:16], you haven't had a turn yet. [Student 00:52:18]

Teacher 2: Come up here.

Teacher: Cup. Good job. Good job. I'm going to move some of these down here. [crosstalk 00:52:43] Okay, [Student 00:52:44]. I will make it lower. I will go down here for you. Okay? C. What does the C sound like? Ka, ka. Everybody.

Class: Ka, ka, ka.

Teacher: And the next one is?

Student: A.

Teacher: A. Ka, ah, oh. [audio cuts out 00:53:07 to the end]