

Kindergarten Science Farms
Classroom

Teacher: You guys did a good job coming in inside. Thank you for coming in quietly. [inaudible 00:00:06]. I'm going to give group points. I'm really, really impressed with how all of you walked in today. That was awesome. Guess what?

Student: The table?

Teacher: Everybody's going to get. Red table is going to get group points. Yellow table is going to get group points. Green table is going to get group points. Orange table. Purple. Awesome. Let's all hug ourselves. Good job. [inaudible 00:00:41]. When I call your table, why don't we come to [inaudible 00:00:47] table, can you help me? Grab your chair with you off the floor. Orange table.

Student: Table.

Teacher: Red table. Nope.

Student: Teacher, what is that?

[00:02:00]

Teacher: (singing) . Sophia, do you think you can join us a little closer so you can see? Right over here. Before we begin our lesson today, we are going to begin with our [inaudible 00:02:14] standards. We're going to use our-

Student: Magic sticks.

Teacher: Magic sticks. What is our magic sticks for? How do we use our magic sticks? Student? How do we use our magic sticks?

Student : Pick a stick and they give us a magical answer.

Teacher: You pick a stick and this person will give a magical answer. The reason why we use magic sticks is because everybody needs to participate. Everybody. Everybody has a magic answer and everybody needs to participate. I'm going to pick a person. Student. Student. You're going to teach us our 3 personal standards today. We're going to use all of those posters. One of you want to teach the kids our personal standards, what do you want to tell them? A song? Okay. Eyes on me. Ready? Begin.

Students: (singing).

Teacher: One more time. (singing).

[00:04:00]

Students: (singing) .

Teacher: Here are our 3 personal standards. The first one, everybody is-

Students: [crosstalk 00:04:07].

Teacher: Make our decisions. What does that mean? Make our decisions. Listen. Listening. Yes. Listening. Why do we need to listen? [inaudible 00:04:21]. Why do we need to listen? What is so important about listening? What can we do with listening?

Student: [inaudible 00:04:37].

Teacher: When we make a decision, what does that mean? If you are sitting on the floor, why is it important to listen? You have to? If you want to listen you need to-

Student: Learn?

Teacher: I want you guys to [inaudible 00:04:59]. Solving problems. Your friend is not nice to you, how can you solve your problem?

Student: I'll stop [inaudible 00:05:09].

Teacher: You can use [inaudible 00:05:10]. She said [inaudible 00:05:12]. Awesome. Showing respect. If somebody's up here and talking, show me how to show respect. Sitting nicely and looking where? At the speaker. Good job. What kind of cheers do you folk want? Roller coaster, firecracker? You want to see it?

Student: Firecracker?

Teacher: Firecracker? You ready. Firecracker. Is that all right with you? Ooh. Ahh. Good job. Okay, you may sit down. If we look up here. These are the things that we're going to be learning today. I'm also going to be, once again, teaching most [inaudible 00:06:02] everybody's name. We're going to be taking notes to see what you are learning. Make sure everybody is paying attention and listening. Right here, this is what we're going to be learning about today. Here I have our rain. Here are some of the things we're going to be learning about today. We're going to be learning our ABCs with Karina. When we're learning about our ABCs, this is going to go inside our brain. It's going to go inside our brain. If we're not listening and we're not paying attention, what's going to happen to our brain?

Student: Nothing.

Students: Nothing.

Teacher: We need to pay attention. Once again, we're going to be learning about our ABCs.

Students: ABCs.

Teacher: Another thing we're going to be learning about is reading. We're going to be learning our words like lice, dog, gold. Yesterday we re-focused on this. We need to make sure what we are writing yesterday about the pig. About little flowers. We needed to make sure that our illustrations and our words ... What did we need to do, Student? Our illustrations needed to? We said the piggy was on the ground, what did our picture need to show?

Student: The same thing happening [inaudible 00:07:32].

Teacher: The same thing. The same thing. That's why the pictures and the words need to match. We also need to write and talk in-

Student: Sentences.

Teacher: Talk in sentences. We're also going to break it up. If I say dog, you're going to say-

Student: Dog.

[00:08:00]

Teacher: A good reader also always look for details. These are all of the things that we are going to be learning today. These are all of the things, Peter, that's going to go in our brain. If you're not listening-

Student: You're going to have nothing.

Teacher: You're going to have nothing in your brain. You want a big brain or a small brain?

Students: Big brain.

Teacher: Point to the brain that you want. This one. What do we need to all be doing?

Students: Listening.

Teacher: Listening.

Students: Listening.

Teacher: Paying attention.

Student: [inaudible 00:08:26].

Teacher: That's right. We don't want that. Eyes up here. Here is our essential question for today. [inaudible 00:08:38] everybody to help us to read this. Let's look at our essential question. Can you read it for me?

Students: What type of things grow on a farm?

Teacher: Awesome. What kinds of things grow on a farm? I want you to close your eyes. I want you to visualize different things [inaudible 00:09:06] on a farm. Buddy voice. Talk to your buddy. I want you to quietly talk to your partner about all the things that you can think of that grow on a farm. Eyes up here. [inaudible 00:09:56] your board. Eyes up here. [00:10:00] [inaudible 00:10:10]. Pick one and [inaudible 00:10:15] on the ground. [inaudible 00:10:18].

Student: What's the shape of a [inaudible 00:10:28]?

Teacher: Right there. (singing).

Students: (singing).

Teacher: See, here we have a picture. This is a setting of something we're going to be learning about [crosstalk 00:10:56] farm. The setting, here's the barn, but what is setting, Student?

Student : [inaudible 00:11:05].

Teacher: Where does this take place? Where would you see something like this?

Student : A farm.

Teacher: At the farm. The setting is a farm. As you know, it's Teacher is not a good artist. This is why I draw it like this. We're going to be talking about different parts of a barn. You can really [inaudible 00:11:27]. If you look at a barn here. If you look at a barn that's right here. Here's the different parts of the barn. Of course, you know what this is. What is this?

Students: A barn.

Teacher: This one up here? A roof. This is the roof. This is the roof. Do you know what this is called? These doors up here?

Students: The window. The window.

Teacher: It's kind of like a window-

Student: [inaudible 00:11:54].

Teacher: It's called a loft door. Say it with me.

[00:12:00]

Students: Loft doors.

Teacher: Loft doors. Loft doors. The loft doors, Student, they put the key up here and this is what I found out today. They put the key up here and later on when they need it to feed the horse, there is a hole in the roof and the key drops to the bottom. Once again. What is this called?

Students: Loft doors.

Teacher: Loft doors. Once again, say it with me.

Students: Loft doors.

Teacher: Loft doors. Student, you can put your pen down. This is called the ally doors.

Students: The ally doors.

Teacher: Say it with me. Ally doors.

Students: Ally doors.

Teacher: Roof.

Students: Roof.

Teacher: Loft doors.

Students: Loft doors.

Teacher: The ally doors.

Students: Ally doors.

Teacher: We're going to be talking about the, not so much the barn, but about the farm. This over here is called a silo. Can you say it with me?

Students: Silo.

Teacher: Silo. I'm going to write back here. Silo. What sound does that begin with?

Students: S.

Student: S. S. I.

Teacher: Let's break it down. Can you help me write the word? I'm not sure how to write it. Can you help me to break it down?

Students: I. I. I.

Teacher: I. I. I. Student, what letter would that be?

Student: L.

Teacher: L. Oh. What's the silo? In the silo, they keep ... During the winter when it's really, really cold, they don't have much food. Before the winter, they will store things in here. Corn and things so that later on they have things to feed the animals. That's what the silo is for. Who is the person who's in charge? Student, who's the person who's in charge of the farm? Who's the man or the lady who's in charge of the farm?

[00:14:00]

Student : Farmer.

Teacher: The farmer. Here's our farmer. The farmer is in charge of the farm. Once again, our question is what kinds of things grow on a farm? We're not going to necessarily be talking about the animals, we're going to be talking about the things that grow on a farm. Another word for things that grow on a farm? Student, do you know what another word for things that grow on a farm is?

Student : Crops.

Teacher: Crops. Crops. What I want you to do is on your post-it over here, I want you to do a quick sketch of a crop that grows on a farm. Can you do that? Pick up your board and draw a crop that grows on a farm. When you're done, you can peel it off and then we're going to put it on our [inaudible 00:15:05] chart. Just do a quick sketch. Just really quickly. [inaudible 00:15:19] bottom. Do you know what it is? Just do a quick sketch. [inaudible 00:15:26]. Just do a quick sketch of something that grows on a farm. Something that grows on a farm. [inaudible 00:15:35]. Corn. [inaudible 00:15:40]. Can you write the word?

Student: [inaudible 00:15:43].

Student: Banana.

Teacher: What does banana begin ... If you do grow [inaudible 00:15:51] just write the first letter.

Student: This is a banana.

[00:16:00]

Teacher: Banana .

Student: Mango.

Teacher: Mango. That's good. Mango too. Mango. Pineapple. Apple.

Student: [inaudible 00:16:31].

Teacher: Banana.

Student: How do you spell-

Teacher: Pineapple.

Student: How do you spell [inaudible 00:16:38]?

Teacher: Rice. That's good. Banana. Banana. That's good. Banana.

Student: Apple.

Teacher: Apple. Thank you for waiting quietly, [inaudible 00:16:53]. Apple. Pumpkin.

Student: Pumpkin.

Teacher: Nobody thought of pumpkin.

Student: We did get the date.

Teacher: Pineapple. Beans?

Student: Beans.

Teacher: Beans. That's okay. This is good. It looks like beans to me. Did everybody participate? Let's look at what we got so far. Once again, it says, what kinds of things grow on a farm? Apple? Apple. Eyes up here. Put your pen down. Thank you, Kennan, for always sitting so nice for me and making good choices. My turn, your turn.

Students: Pumpkin.

Teacher: Pumpkin. My turn, your turn. Pumpkin.

Students: Pumpkin.

Teacher: Rice.

Students: Rice.

Teacher: Pineapple.

Students: Pineapple.

Teacher: Apple.

Students: Apple.

Teacher: Banana.

Students: Banana.

Teacher: Corn.

Students: Corn.

Teacher: Apple.

Students: Apple.

Teacher: Banana.

[00:18:00]

Students: Banana .

Teacher: More bananas. Corn.

Students: Corn.

Teacher: Mango.

Students: Mango.

Teacher: Beans.

Students: Beans.

Teacher: These are all of the things that grow on a farm. Let's stand up. I want you to think about all the crops that grow on the farm. How does that crop begin? How does it begin? As a what?

Students: A seed.

Teacher: A seed. Show me a seed. Show me a seed. [inaudible 00:18:31] begins as a really small seed. Then what happens?

Students: [crosstalk 00:18:37].

Teacher: A stem starts to grow and then you start to grow a little too. Then what? Then the other stem begins to grow and then we get bigger and bigger. Stretch your banana tree. Stretch your banana tree. Sit on the floor. Eyes up here. Since you did such a good job reading a set of questions, I'll let you know this, you [inaudible 00:19:11] a lot harder

words now. Isn't that exciting?

Students: Yeah.

Teacher: We're going to have mister monkey. He's going to help us. We're going to break it down. We're going to break it down. Here's mister monkey. Good morning, mister monkey.

Students: Good morning, monkey.

Teacher: You can open ... [inaudible 00:19:39]. Open your pens and we're going to break it down and we're going to be writing some words-

Student: Does mister monkey want a pen?

Teacher: No, he's not. Begin with the the sound. Farm. Begins with the same sound. Ready?
[00:20:00] Hands up. We're going to be ... The first word is. Fan.

Student: Fan.

Teacher: Can you write fan? Write.

Student: Fan.

Teacher: Thank you for being quiet. Those of you who are quiet. Fan. When you're done, look up here. We're going to check our work. Fan. Eyes up here [inaudible 00:20:53]. Good. Next one.

Student: Monkey.

Teacher: The word is fix. Hands up. Write it. [inaudible 00:21:24].

Student: Hi, mister monkey.

Student: Hi, mister monkey.

Student: Hi, mister monkey.

Teacher: Mister monkey is checking, quietly sit down. Write fix. Awesome. Fix. Next word is ...
[00:22:00] Getting hard. Fish. Hands up. Fish. Fish. Fish.

Student: [inaudible 00:22:04] this one not have more ink.

Teacher: Just grab another one. Good job, Peter. It's easy for you.

Student: It's easy for me.

Teacher: Good job. The next word is fox.

Students: Fox.

Teacher: Hands up. You need to remember [inaudible 00:22:35] you got to break it down [inaudible 00:22:36]. Can you break it down for me too?

Student: It's easy for me too.

Student: Hey, [inaudible 00:22:41].

Student: Mister monkey.

Teacher: Next word. The word is fin.

Students: Fin.

Teacher: Very good. Break it down. [inaudible 00:23:08]. Break it down.

Student: Fin.

Student: Fin.

Teacher: Fin.

Student: It's easy.

Teacher: Good, we've been practicing our sounds and our letters. That's amazing. You may erase your boards and quietly pass down the boards. Quietly pass it down. Time's up. Pass it up your board . [00:24:00]

Student: No matter.

Teacher: [inaudible 00:24:34] thank you for waiting quietly. Student, you can go back [inaudible 00:24:38]. We have a lot of things to do so class sit down.

Student: Why is mister monkey [inaudible 00:24:54].

Student: He's napping. [inaudible 00:24:59].

Student: Yeah.

Student: He's napping.

Student: He's a puppet.

Teacher: Today we're going to review the book that we read yesterday. Let's see. I'm going to use my magic sticks again. Let's see who I'm going to [inaudible 00:25:25] somebody to be-

Student: The cat?

Teacher: [inaudible 00:25:30] astrologist.

Student: Student.

Teacher: Student, can you show me what would be your strategy. First of all, Student, can you circle the title? Where would the title be? Can you circle the title? She's not drawing on [00:26:00] the book. I have a clear plastic on here. She circled the title. Let's read the title. What is the title?

Students: [crosstalk 00:26:01].

Teacher: [inaudible 00:26:03]. Student, where would the author be? Can you point to the author? The author's name? Where would it be? Right here or here? Mark it neat. McDonald. Here's the author. The person who wrote the book. The illustrator. Where is the illustrator's name?

Student: Tim Coffey.

Teacher: Tim Coffey. Very good. You remembered. Tim Coffey. What does a good reader do? Before we begin, do you remember our 3 personal standards? [inaudible 00:26:39] we need to look at the paper. Criss-cross applesauce and we're looking to [inaudible 00:26:44]. What does a good reader do? Can you show us what a good reader does, Student? You ask yourself questions. Before you start opening your book, you're going to start asking your questions. What is the first thing you do when you get a new book?

Student: Visualize.

Teacher: You visualize? Before you visualize, what do you do? You read the title. You read the title. Mabela The Clever. Then what do we do?

Student: Look at the pictures.

Teacher: We look at the pictures and then we open the book? No. What do we do? Make connection? What do you mean by making connections? She said to make a connection between the title, the words of the title, and the picture because if the title was Mabela The Clever and we looked at the picture and we said, "Oh. I think the book is about grass."

Students: No.

Teacher: Is that making the connection?

Students: No.

Teacher: [00:28:00] No so we need to ... Awesome. Very good. What kind of [inaudible 00:27:54] do you have? Roller coaster. She wants the roller coaster cheer . Everybody jump on your roller coaster. [inaudible 00:28:02]. Ooh. Good job. Once again, to review what she just said. She said when a good reader gets a book, the first thing they do is read the title. They look at the illustrations. When they're looking at the illustrations ... [inaudible 00:28:27]. What is something important ... you don't need to stand up, but what is something important, and this is a hard question now, but I know you can do it, what do we look at? We look at the pictures. If we want to look really carefully, what is that word that we talked about? [inaudible 00:28:50] carefully at the pictures. What do we [inaudible 00:28:55]? Yes? When we look really, really carefully at the picture, what are we looking at?

Student: The cat.

Teacher: We're looking at the cat and then-

Student: The mouse.

Teacher: The mouse and we're looking at everything? Does anybody know that word? When we look at pictures and we look at every, every, every, everything. What is that called? What is that called? Let me use the stick. Student, what is that called? Starts with an E. What is it called?

Student : Visualize?

Teacher: [00:30:00] Visualize is when we close our eyes and we think about something. What is that word? Student? What is that word? [inaudible 00:29:56] here. Look at the standards. What is this ?

Student: Detail.

Teacher: Details. We look at details. Not only do we look at the picture, Student. We don't just take a quick look at the picture, but we look at everything. Everything. Today, what I'm going to have you do is we're going to look at another ... You and your partner are going to be looking at different parts of the story and I want you to look at the details. Say it with me. Details.

Students: Details.

Teacher: Say it to the floor.

Students: Details.

Teacher: To the light.

Students: Details.

Teacher: Say it to the barn.

Students: Details.

Teacher: Details is really important. I want you folks to do that. The book that we're reading today or reviewing today, [inaudible 00:30:45]. Is that an informational text? Is that the [inaudible 00:30:53]? Is it a fantasy? A story that is [inaudible 00:30:59]? I want you to talk to your partner. Talk to your partner. Is it an informational text or is it a fantasy? Talk to your partner. I want you to discuss. Jacob, turn around. Informational text where the book gives you information or is it fantasy? Make up. Talk to your partner. Turn around. Say it like a secret. Is it informational text or fantasy? Say it like a secret.

Students: Fantasy.

Teacher: One more time. Say it like a secret.

Students: Fantasy.

Teacher: Say it to the door. What is it?

Students: Fantasy.

Teacher: Fantasy. It's a fantasy story. It's made up. Would you see a cat talking to the mouse?

Students: No.

[00:32:00]

Teacher: Or the mouse [inaudible 00:31:58] with other mice to join a club? No, it's a fantasy. The genre for today is fantasy. I'm going to pass out [inaudible 00:32:12] different parts of the story. You and your partner need to work together. Really important to work together. When you talk to your partner it's always important to talk in-

Students: A sentence.

Teacher: Sentences. Sentences. Really important to talk in sentence. I'm going to be coming around and I'm going to be asking you some questions to help you learn even better. Who is this?

Students: [inaudible 00:32:41].

Teacher: Mister Bloom. Good. [inaudible 00:32:45]. Uncle Bloom. Mister Bloom. Mister Bloom or Uncle Bloom is a smart man and he came up with all these questions. When you see this

and we've been using this for a long time, I'm going to be asking you these questions. Make sure you and your partner are really talking about all the details of the different parts of the story. Partners. Quietly talk to your partner about the different parts of the story. [inaudible 00:34:02] does. He does want [inaudible 00:34:05] and what is the scene?

[00:34:00]

Student: The story-

Teacher: What does he tell you? What is the [inaudible 00:34:37] and what is the [inaudible 00:34:38]. Good job. I like how [inaudible 00:35:52] using, you're working nicely with your partners and then how you were talking about the story.

[00:36:00]

Student: We sing the song.

Teacher: You sing the song? Let's see. Do we like this story? Thumbs up. Not yet. Or we don't like the story? Ready? Ready? Go. You like the story. Yes. You like the story, but what about you?

Student: That's the red one? It's supposed to be blue.

Teacher: [inaudible 00:36:44]. Thumbs up. Not only do we have red, we have pink, and [inaudible 00:36:50]. Once again, thumbs up or thumbs down. Ready. Go. Thumps up. Thumps up. Thumps up. You like this one. What did you like about the story, Student?

Student: I like when the [inaudible 00:37:07].

Teacher: You like when he was captured. Why did you like when he was [inaudible 00:37:12]? Who's he?

Student: The cat.

Teacher: The cat. Why did you like it? When the cat does [inaudible 00:37:27]. What did you like about the story? When they were lining up. We're going to act out the story and yes you can line up too.

Student: Who's going to be the cat?

Student: We need our magic sticks.

Teacher: In this story there's 2 main characters. We said the characters were a cat, a [inaudible 00:37:59], and a mice , but who are the 2 main characters?

[00:38:00]

Student: Mabela and the cat.

Teacher: Let's see who [inaudible 00:38:04]. Student. What is 1 character?

Student: The rat.

Teacher: What is the mouse's name?

Student: Mabela.

Teacher: Mabela. Here we have Mabela. Would you like to be Mabela.

Student: No.

Teacher: [inaudible 00:38:21]. You can be Mabela.

Student: Aww [inaudible 00:38:25]. I want to be the cat. [inaudible 00:38:30] I can be the cat.

Teacher: Just a minute. Remember [inaudible 00:38:34]. I'm just going to put this right here. Is that too tight for you?

Student: No.

Teacher: Let me see. Can you see? You're going to be Mabela.

Student: I want to be the cat.

Teacher: I'm going to use my magic scissors. If you're somebody who's sitting down politely. Here's Mabela. Who is the other main character? Student? Who's the other main character?

Student: Cat?

Teacher: The cat.

Student: He's the cat?

Teacher: Do you want to be the cat? Okay. Come on.

Student: I like being the mouse.

Teacher: If we have time you can also do [inaudible 00:39:24]. Who's in the front of the line? Is it Mabela or the cat?

Students: Mabela.

Teacher: Mabela. Mabela, come over here, Mabela. Let's have the green table come stand in line. Green table. Follow Mabela. The red table and the yellow and the green and the purple. Stand in line. Who's last?

Students: The cat.

[00:40:00]

Teacher: The cat. Stand in line [inaudible 00:39:58]. [inaudible 00:40:01] eyes on me. While we were marching, what did they say?

Students: [inaudible 00:40:07].

Teacher: Fo Feng [inaudible 00:40:08]. What did they say? They said?

Students: [inaudible 00:40:11].

Teacher: I don't really remember. Good reader. When a good reader doesn't remember, they always look back at the story. I'm going to look back at the story. Let's see what they said. Ready? Student? My turn, your turn. When we are marching.

Students: When we are marching.

Teacher: Do you want to show us what we can do?

Student: This is the-

Teacher: Show us.

Student: From the back.

Teacher: [inaudible 00:40:43] when he can show us marching. Elephant style. Elephant's now. When we are marching. My turn your turn. We never look back.

Students: We never look back.

Teacher: The cat is at the end.

Students: The cat is at the end.

Teacher: Fo Feng. Fo Feng.

Students: Fo Feng. Fo Feng.

Teacher: When he says fo Feng, fo Feng what are you going to do?

Student: Go to the back.

Teacher: What are you going to do to the mouse?

Student: Capture it.

Teacher: You're going to catch the mouse and then the mouse can sit at the sit. Okay. Ready? You guys ready to act out the story? Ready?

Student: Yeah.

Teacher: Mabela. When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: Fo Feng. Fo Feng. Her. Grab her and she can sit at her sit. When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

[00:42:00]

Teacher: Thank you for walking nicely. When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: Thank you, mister cat, for being nice with the mice. Thank you for doing it very nicely. Ready?

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: [inaudible 00:42:46] the mouse, you see how you folks are getting a little scared? That's what the mice [inaudible 00:42:50] because the line goes [inaudible 00:42:54] they started to get scared. You see how 2 of you, you're starting to get nervous. That's how the mice felt. Okay. Ready?

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Student: [inaudible 00:43:17].

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.
When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: Can you go help us [inaudible 00:43:48]?

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

[00:44:00]

Student: Only 2 of each .

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: [inaudible 00:44:12].

Student: That's funny.

Teacher: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Students: When we go marching, we never look back. The cat is at the end. Fo Feng. Fo Feng.

Teacher: [inaudible 00:44:24] we don't want to get hurt. You can go full finger. You can sit down, Mabela. Mabela. You [inaudible 00:44:34]?

Students: Yeah.

Student: Next time, next time you can be it.

Teacher: Yes. We can all be the [inaudible 00:44:48].

Student: That's funny.

Teacher: You can put it over here. (singing).

Students: (singing).

Student: You mean the baby calf?

Students: (singing).

Teacher: (singing). [inaudible 00:45:51] we are going to learn [inaudible 00:45:56]. Why are learning labs so important?
[00:46:00]

Student: To learn.

Teacher: To learn. What are we learning about?

Student: About that one.

Teacher: About the farm. We're going to be learning about science. We're also going to be practicing our sounds and we're going to practice. We are not talking any incomplete sentence. Eyes up here. Eyes on me. Karina.

Student: Right?

Teacher: Holy moly.

Student: Guacamole.

Teacher: When we say that, Student, we should be looking at? Here are some of the things we're going to be doing. Some of you are going to be in the art lab. Some of you are going to be in the science lab. Those of you in the art lab, I have some real crops. Crops that some of you mentioned.

Student: I know what they are.

Teacher: You can-

Student: Make it.

Teacher: You can look at the different things and then you can create it with the label. Lots of different crops from the farm. You get to use the learning box. If you want to. You can even do this and feel something-

Student: Do you take it out?

Teacher: You take it out. First you got to guess. Lemon. Guess something else and take it out.

Student: Corn?

Teacher: Banana.

Student: Banana.

Teacher: You can do that too. You going to use the-

Students: Labels.

Teacher: Labels. Create one of the crops. Can you make a car?

Students: No.

Teacher: No. It has to be a crop on the farm. I'm going to put this in the art table. The art table. We're not going to it now. You may quietly go to the art table. Quietly. I have Student and Student. ABC. Student. Student. Silence [inaudible 00:48:09]. Blocks, The aura and [inaudible 00:48:13].

[00:48:00]

Student: What is he going to say [inaudible 00:48:16], right?

Teacher: [crosstalk 00:48:18].

Student: Teacher, can we go back there?

Teacher: No. You can get started.

[00:50:00]

Student: Can we get started?

Student: I'm going to do the.

Student: It looks like an ice cream cone. [inaudible 00:51:36] like a ice cream cone.

[00:52:00]

Teacher: [inaudible 00:51:44] is the farm. Sounds like a [inaudible 00:51:46] .

Student: How?

Student: You're going to guess [inaudible 00:53:31].

Teacher: Sorry. We need to start getting ready for [inaudible 00:53:36]. Thank you for working
[00:54:00] nicely together . [inaudible 00:54:14] over here. Thank you.

Student: ABCs.

Teacher: (singing).

Students: (singing).

[00:56:00]

Teacher: Let's see a straight line. No kangaroos.

Student: No marching?

Teacher: No ballerinas. No monkeys.

Student: No gorilla.

Teacher: No gorillas. [inaudible 00:56:17] good lunch. Make good choices. [inaudible 00:56:22].
Make good decisions. See you later, alligator.

Student: See you later.

Student: Bye bye.

Student: Bye, guys.

Student: Thank you. Bye.

Teacher: Bye. See you later.

Student: Bye.

Student: Bye.