

Kindergarten Science Farms
Main

Teacher: That was awesome, so guess what ...

Student: A table.

Teacher: Everybody is going ... Red table is going to get a group point and yellow table is going to get a good group point and green table is going to get a group point and orange table and purple. Awesome! Let's all hug ourselves. Awesome! Good job! Kiss ourselves. Good job!. When I call your table can you quietly come to the floor. Green table can you quietly carry your chair in, come to the floor. Orange table, red table. [inaudible 00:01:01] coming out, just don't play with it because if you play with it it's going to hurt. Let me see, you are fine. Purple table. It's just, it's a microphone. Open shut them, open shut them, give your nose a tap! Tap! Tap!

[00:02:00] Open, shut them, open, shut them, lay them in your lap lap lap. This is grandmother's glasses and this is grandmother's hat and this is the way she folds her hands and places it in her lap. Eyes up here. Student 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 3 personal standards. I'm going to use our ...

Student: Magic [crosstalk 00:02:03] ...

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

Student: Let's pick and it give us a magical ...

Teacher: We pick a stick and this person will give a magical answer. The reason why we use magic sticks is because everybody needs to participate. Okay, everybody. Because everybody has a magic answer and everybody needs to participate. I'm going to pick a person. Student and Student. You are going to teach us our 3 personal standards today. We are going to use our posters, okay. When you want to teach the kids a personal standards, what do you want to teach? The song? Okay. Want to teach a person a song or so ... Eyes on them. Ready, begin.

Student: [crosstalk 00:03:13] make good decisions, solve problems, show respect, that's what we do, [kaivascolars 00:03:22], know the 3 standards, help me and you feel good too.

Teacher: One more time.

Student: [crosstalk 00:03:29] make good decisions, solve problems, show respect, that's what we do, [kaivascolars 00:03:38], those are 3 standards, help me and you feel good too.

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

Students: Make good decisions ...

Teacher: Make good decisions. What does that mean make good decisions. Can you talk?

Student: Listen.

[00:04:00]

Teacher: Listening, yes. Listening. Why do we need to listen? Let's give him a chance. Why do we need to listen? What is important about listening? What can we do if we listen, what is that going to help us?

Student: Be responsible.

Teacher: When we make good decisions what does that mean? If you are sitting on the floor, why is it important to listen? Because you want to what? You want to be silly or do you want to learn?

Student: Learn.

Teacher: I want ... Yes, you want to learn. Solving problem, so if your friend is not nice to you, how can you solve your problem?

Student: Stop taking my things.

Teacher: You can use give him eye messaging, she said to stop touching my things. Awesome! Showing respect, if somebody is up here and talking, show me how to show respect. Sitting nicely and looking where? At the speaker. Good job! What kind of cheer do you folks want? What kind of cheer? Roller-coaster, firecracker, you want ...

Student: Fire Cracker.

Teacher: Fire cracker? Okay ready, fire cracker, is that all right with you? Get ready. Good job! Okay you may sit down. If we look up here, these are the things that we are going to be learning today and I'm also going to be once again taking notes. Guess we have everybody's name here and I'm going to be taking notes to see on what you are learning. Make sure everybody is paying attention and listening, but here this is what we are going to be learning about today, so here I have our brain. Here are some of the things we are going to be learning today. We are going to be learning our ABCs, Student, so when we are learning about our ABCs, this is going to go inside our brain. It's going to go inside our brain. If we are not listening and we are not paying attention, what is going to have in our brain?

[00:06:00]

Students: Nothing!

Teacher: Nothing, so you need to pay attention. Once again we are going to be learning about our ABCs. Another thing we are going to be learning about is reading, Student, we are going to be learning our words like [inaudible 00:06:47]. Yesterday we really focused on this. We need to make sure when we were writing yesterday about the pig; about little flower, we needed to make sure that our illustrations and our words ... What did we need to do Student? Our illustrations and our words needed to ... If we said the pig was on the ground, what did our picture need to show?

Student: The same thing on your letter.

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

Student: Sentence.

Teacher: Complete sentences and we are also going to break it down, so if I say dog you are going to say ... A good reader also always looks for details, so these are all of the things that we are going to be learning today. These are all of the things Student that's going to go into our brain, so if you are not listening ...

Student: You are going to have nothing.

Teacher: You are going to have nothing in your brain. Do you want a big brain or a small brain?

[00:08:00]

Students: big brain.

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

Students: [crosstalk 00:08:05] listening and paying attention.

Teacher: Yes.

Student: You just going to get a [inaudible 00:08:11] ...

Teacher: That's right and we don't want that. Eyes up here. Here is our essential question for today. Also we need everybody to help us to read this, so let's look at our essential question. Can you read it for me?

Students: What kind 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 that grow on a farm. [inaudible 00:08:53] talk

to your partner. I want you to quietly talk to your partner about all the things that you can think of that grow on a farm. Turn around, eyes up here. Can you pass the boards now? It's okay, you can just grab that basket and you can take it over there. Is it heavy? As soon as you get your board, eyes up here. Thank you Student.

[00:10:00] Student's waiting quietly, his board and his pen is on the ground. Thank you Student. Right there. Eyes up here. Eyes eyes eyes up her. Eyes eyes on me.

Students: Eyes eyes eyes on you.

Teacher: Here we have a picture. This is a setting of something we are going to be learning about today, yes a barn. The setting, here is a barn, but what is the setting Student? What is this place? Where would you see something like this?

Student: On a farm.

Teacher: At the farm. Yes, so the setting is the farm and as you know Teacher is not a good artist, but I try my best. We are going to be talking about different parts of a barn. Here we have, if you look at a barn here, if you look at the barn that we make here, here's some different parts of the barn. Of course you know what this is up here. What is this?

Students: The barn.

Teacher: No, this one up here. The roof. This is the roof. Okay? This is the roof. Do you know what this is called? These doors up here?

Students: Window.

Teacher: It's kind of like a window, it's ...

Students: Door.

Teacher: It's called the [loft 00:11:44] door. Say it with me [crosstalk 00:11:45] loft doors. The loft doors, Student, they put the hay up here and this is what I found out today, they put the hay up here and later on when they need it to feed the horse, there is a hole in the roof and the hay just drops to the bottom. Once again, what is this called.

[00:12:00] Students: Door.

Teacher: Loft doors. Once again say it with me. [crosstalk 00:12:10] loft doors. Student you can put your pen down. This is called the alley doors. Say it with me. [crosstalk 00:12:20] alley doors. Ralf, loft doors [crosstalk 00:12:26] and the alley door. We are going to be talking about, not so much the barn, but about the farm. This over here is called the silo. Can you say it with me.

Students: Silo [crosstalk 00:12:42].

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

Students: S.

Teacher: S, okay. Let's break it down. Can you help me write that because I'm not sure how to write it. Can you help me break it down.

Students: I.

Teacher: I. Student what letter would that be?

Student: L

Teacher: L

Students: [crosstalk 00:13:18] ...

Teacher: I-O. Yes silo. That's the silo. In the silo they key, during the winter when it's really really cold, they don't have much food, so before the winter, they will store things in here; corn and things so that later on they have things to feed then 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?

Student: The farmer.

[00:14:00]

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

Student: Crops.

Teacher: Crops. Crops. What I want you to do is on your poster, 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 are done you can peel it off and I'm going to put it on our input chart. Just do a quick sketch. Just really quickly. Can you label the bottom so that we know what it is? Just do a quick sketch, okay? Corn. Just do a quick sketch of something that grows on a farm. What is something that grows on a farm? Draw that that's what ... Corn. What is that. Student can you write the word on the bottom? What is this? Banana. What does banana begin with? If you can't write the whole word then just write the first letter. Yeah, right

there.

Student: Banana.

[00:16:00]

Teacher: Banana. Banana. Corn. What is this? Mango. I like mango too. Mango. Rice. Pineapple. You can just. Apple. What is this? Banana? Pineapple. Rice. That's good. Banana, that's good. Banana. Apple. Thank you for waiting quietly Student. Apple. Pumpkin, nobody thought of pumpkin.

Student: You did get [inaudible 00:16:44] ...

Teacher: Pineapple. Beans? Okay, give it to me. That's okay this is good, it looks like beans to me. Did everybody participate? Okay, so let's look at what we've got so far once again it said, what kind of things grow on a farm? Apple. Eyes up here. Put your pen down. Thank you Student for always sitting so nicely and making good choices. My turn your turn.

Student: Pumpkin. My turn your turn. Pumpkin.

Teacher: 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.

Students: Banana.

Teacher: More bananas. Corn.

Students: Corn.

Teacher: Mango.

Students: Mango.

Teacher: Beans.

Students: Beans.

[00:18:00]

Teacher: Kids, so 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. It begins as a really small seed. Then what happens? Stems start to grow and then you start to grow little too, and then what? Then the other stem starts to grow. Then we get bigger and bigger, stretch your banana tree. Let's see if we can quietly sit on the floor. Eyes up here. Since you did such a good job reading the essential question don't you notice you folks can read a lot of harder words now, isn't that exciting? We are going to have Mr. Monkey. He's going to help us and we are going to break it down. We are going to break it down. Here is Mr. Monkey. Say good morning Mr. Monkey.

Students: Good morning Mr. Monkey.

Teacher: You can open, I mean not you can open, you can get ... Open your pens. We are going to break it down and we are going to be writing some words ...

Student: Can Mr. Monkey get a pen?

Teacher: No, he's not. That begin with the f sound, so farm and f begins with the same sound. Hands up. The first word is fan, can you write fan. thank you for waiting quietly those of you who are done. Fan. When you are done look up here. We are going to check our work. Fan. Eyes up here Student. Fan okay? Next one. The word is fix. Hands up. Write it. Good job. Mr. Monkey is checking. Quietly sit down. Write

[00:20:00]

fix. Did you write it? Okay, awesome! Fix. Okay, next word is, getting harder, fish. Hands up, fish. Write fish. Fish. What 2 letters make the shh sound? 2 letters make the shh sound.

Students: S and H.

[00:22:00]

Teacher: S-H. You can just grab another one. Fish, good job Student. Good job! .

Student: It's easy for me.

Teacher: It's easy for you? Good job! The next word is fox. Hands up OX. You need to remember Student, we got to break it down first, it makes it easier, can you break it down for me? Break it down for me. OX. Next word, the word is Fin. Fin. Very good. Break it down. Really important to break it down first, it makes it easier. Fin.

Student: It's easy.

Teacher: Because we've been practicing our sounds and our letters, that's what makes it easy. You may erase your board and quietly pass down your boards. Quietly pass. Pass up. You can pass down your board. Student if we do that are we going to be able to run ... We are going to run out of ink. We are running out of ink. All of our pens are getting dry. Some other day.

[00:24:00]

Student: Time for lunch?

Teacher: No, not yet. You can just leave it over there. Student. Okay. Excuse me, move forward you are going ... Thanks for waiting quietly. Student you can go back on your [inaudible 00:24:22], they are good. We have a lot of things to do, so pass it down. Today we are going to review the book that we read yesterday, so let's see, I'm going to use my magic sticks again and let's see who I'm going to choose. I'm going to choose somebody to be ... No, who's going to show me good reader strategies. Somebody.

Student: Student.

Teacher: Student can you show me good reader strategies. First of all Student, can you circle the title. Where would the title be? Can you circle the title. She's not drawing on the book, I have a clear plastic one here. She circled the title, let's read the title. What is the title.

Students: [crosstalk 00:25:45] bell the clever.

Teacher: Student, where would the author be? Can you point to the author. The author's name. Would it be right here or here? Okay. Margaret Reed McDonnell. Here's the author, the person who wrote the book. The person, the illustrator, where is the

[00:26:00]

illustrator's name, right here.

Student: Tim Coffee.

Teacher: Tim Coffee. Very good! You remembered, Tim Coffee. What does a good reader do? Before we begin, before we can begin remember our 3 personal standards; showing respect, so you need to look at the speaker. Criss cross apple source and look at the speaker. What does a good reader do? Can you show us what a good reader does Student?

Student: Ask yourself questions.

Teacher: You ask yourself questions, so before you start opening your book, you are going to start asking yourself questions. What is the first thing you do when you get a new book?

Student: You visualize.

Teacher: You visualize. Before you visualize. What do you do?

Student: Read the title.

Teacher: You read the title. We read the title Maybella the clever, then what do we do?

Student: You look at the pictures.

Teacher: We look at the pictures and then we open the book, no, what do we do?

Student: Make a connection.

Teacher: Make a connection. What do you mean by make a connection?

Student: Make a connection between the words and the pictures.

Teacher: She said to make a connection between the title, the words of the title and the picture. Because if the title was Maybella the clever and we looked at the picture and we said, "Oh, I think the book is about grass." Is that making a connection.

Students: No.

Teacher: No, so we need to ... Awesome! Very good! What kind of cheer do you want?

Student: Roller coaster.

Teacher: Roller coaster. She wants the roller coaster cheer. Everybody jump on your roller coaster. Good job! Once again to review what she just said. She said a good reader

[00:28:00] when a good reader gets a book, the first thing they do is read the title. They look at the illustrations. When they are looking at the illustrations, [Moelevasa 00:28:14]. 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 picture, and if we want to look really carefully, what is that word that we talked about? When we look really carefully at the pictures, what are we looking at? Yes, we are looking at ... When we look really really carefully at the picture, what are we looking at?

Student: The cat.

Teacher: Okay, we are looking at the cat, then?

Student: The mouse.

Teacher: The mouse and we are looking at everything, does anybody know that word? When we look at pictures and we look at every everything, what is that called? What is that called? I'm going to use a stick. Student what is that called? Starts with a D, what is that called?

Student: Visualize?

Teacher: Visualize is when we close our eyes and we think about something. What is that word? Student, what is that word? It's look at our standards here. Look at our standards, what is this?

Student: Details.

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

[00:30:00] Students: Detail [crosstalk 00:30:12].

Teacher: Say it to the floor.

Students: Detail.

Teacher: Say it to the light.

Students: Detail.

Teacher: Say it to the barn.

Students: Detail.

Teacher: Detail. Detail is really important and I want you folks to do that. The book that we are reading today or reviewing today, Student, and don't yell it out. Is that an informational text, is that the genre? Don't yell it out, or is it a fantasy, a story that is made up. I want you to talk to your partner, talk to your partner, is it informational text or is it a fantasy? Talk to your partner, I want you to discuss. Student, so turn around. Is that informational text where the book gives us information or is it fantasy, made up? Talk to your partner. Turn around. Say it like a secret, is it informational text or a fantasy? Say it like a secret.

Students: Fantasy.

Teacher: One more time, say it like a secret.

Students: Fantasy.

Teacher: Okay, say it to the board, what is it?

Students: Fantasy [crosstalk 00:31:35].

Teacher: [00:32:00] It's a fantasy. Starts made up, would you see a cat talking to the mouse? Or the mouse getting together with other mice to join a club? No, it's a fantasy, so the genre for today is fantasy. I'm going to pass out, Student, 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: Sentences.

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

Students: Uncle Bloom.

Teacher: Uncle Bloom, yeah. Uncle Bloom, Mr Bloom. Mr Bloom or uncle Bloom is a smart man and he came up with all these questions. When you see me using this, and I've been using this for a long time, I'm going to be asking you these questions, so make sure you and your partner are really talking about all the details of the different parts of the story. Okay, so partners. Quietly talk to your partner about the different parts of the story. You and your partner need to talk together, what's happening in the story? What's happening? You tell him. What's happening in the story?

Students: The cat has put the mouse in the bag.

Teacher: Okay, why is he doing that?

Students: Because he's hungry.

Teacher: Yeah he does, he does want to eat him. What do you think is going to happen next?
[00:34:00] Okay, what's happening? He's talking to the kids and what is he saying?

Students: The story.

Teacher: About.

Students: He's talking about the story.

Teacher: Good, and what is he telling him? What is he telling him? What is, he's the grandpa and what is he telling the kids? To be careful. Yeah, to be careful. What's happening here? Student, what's happening? Then what's going to happen? [crosstalk 00:34:45] ... what happens? What happened here?

Students: He got stuck.

Teacher: Why did he get stuck?

Students: Because the mouse ...

Teacher: What about the mouse?

Students: Maybella [inaudible 00:34:54]... Then the cat jumped in and then it got stuck.

Teacher: Stuck, was the cat smart or the mouse smart?

Students: Mouse.

Teacher: The mouse, yes. What's happening here? What happened here? Who is that?

Students: The cat.

Teacher: Yeah, what is he going to do?

Students: He's going to put it in the bag.

Teacher: What is he going to ... Why is he going to put it in the bag?

Students: He's going to save it later.

Teacher: Yeah. Good job! Okay, you can give me your paper. Good job! I like how you folks are using, you are working nicely with your partners, I like how you are talking

about the story.

Students: We sing the song.

[00:36:00]

Teacher: You sing the song. That's right. Let's see. . Do we like the story? Thumbs up. Or do we, not yet, or we don't like the story, thumbs down. Ready, ready, go! Do you like the story, yes we love the story. What about you?

Students: That's the red one.

Teacher: Done.

Students: It's supposed to be blue.

Teacher: No, it's the pink one. It doesn't mean thumbs up.

Students: The red one is little.

Teacher: What red one, we don't have red, we have pink and we have blue. Once again, thumbs up or thumbs down? Ready, go! Thumbs up, thumbs up, thumbs up, yeah we like the story. What did you like about the story Student?

Student: I like when he was catching ...

Teacher: You like when he was catching, why did you like when he was catching all the mice? Who's he?

Student: The cat.

Teacher: The cat. Why did you like it?

Student: Because when [inaudible 00:37:06]

Teacher: Because when the cat was at the end he was taking all the rats. What did you like about the start?

Student: When the ...

Teacher: When they were lining up, guess what we are going to do? We are going to act up the story and yes we can line up too.

Student: Who's going to be the cat?

Student: We need a magic stick.

Teacher: We have, in this story there's 2 main characters. Who are, we said the characters were the cat, Maybella, and the mice, but who are the 2 main characters? Let's see who we didn't hear from. Student, what is one character?

Student: The rat.

[00:38:00]

Teacher: What is the mouse's name?

Student: Maybella.

Teacher: Maybella, so here we have maybella. Would you like to be Maybella? Okay come. You can be Maybella and we will have you ... I thought I had a stapler over here. You are going to be, just a minute, remember everybody has a turn. You are going to be maybella. I'm just going to put this clip here. Is that too tight for you?

Student: No.

Teacher: Let me see. Can you see? You are going to be maybella, make sure you can see.

Student: Let me be the cat.

Teacher: I'm going to use my magic sticks and I'm looking for somebody who's sitting down nicely. Here is maybella. Who is the other main character? Student, who's the other main character?

Student: The cat.

Teacher: The cat. Would you like to be the cat? Okay, come. I'm going to have you be the cat. If we have time you can also do this in the labs. Who is in the front of the line, is it maybella or the cat?

Students: Maybella.

Teacher: Maybella. Okay, so come over here maybella. Let's have the green table. Come stand in line, green table, follow Maybella. The red table and the yellow and the green and the purple, go stand in line. Who's last?

Students: The cat.

Teacher: The cat, so stand in line. The orange table. While the cats, eyes on me, while they were marching, what did they see?

Students: Foofing.

[00:40:00]

Teacher: Fooing, what did they say? They said, let's [crosstalk 00:39:57] 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 and let's see what they said. Ready, Student? My turn your turn. When we are marching.

Students: When we are marching.

Teacher: Okay, you want to show us what we could do? Okay, show us. Student said when we should show us matching. Not elephants now, remember it's mice, so when we are matching, 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: Fooing fooing.

Students: Fooing fooing.

Teacher: When we say fooing fooing, what are you going to do? What are you going to do to the mouse? You are going to catch the mouse and then the mouse can sit at the seat. Okay? Ready? You folks ready to act out the story?

Students: Yes.

Teacher: Okay, ready? Okay maybella. When we go marching, we never look back, the cat is at the end fooing fooing. You can fooing her. Just grab her and then you can go sit on your sit. Just sit at your ... Okay, you are ready? When we go marching, we never look back, the cat is at the end, fooing fooing. Thank you for walking nicely. Ready? When we go marching, we never look back, the cat is at the end, fooing fooing. Thank you Mr. Cat for being nice to the mice. Thank you for doing it very nicely. ready, When we are marching, we never look back, the cat is at the end, fooing fooing. Thank you for doing it quietly. Ready, When we are marching, we never look back, the cat is at the end, fooing fooing. Quietly, we don't want anybody to get hurt now.

[00:42:00]

Do you know how it feels to be the mouse. You see how you folks are getting a little scared. That's what the mice felt like because when it was almost their turn, they started to get scared. You see how 2 of you you are starting to get nervous, that's how the mice felt. Okay ready, When we are marching, we never look back, the cat is at the end, fooing fooing. Quiet, okay. Start. I'm going to start with you. Okay, When we are marching, we never look back, the cat is at the end, fooing fooing. Okay, When we are marching, we never look back, the cat is at the end, fooing fooing. Quietly. Can you folks help us without, we are saying it quietly

When we go marching, we never look back, the cat is at the end, foofing foofing.

[00:44:00] Student, you are going to get hurt. Student you are going to get hurt, don't run okay? When we are marching, we never look back, the cat is at the end, foofing foofing. Don't run, we don't want to get hurt. Okay, don't have to run, ready, When we are marching, we never look back, the cat is at the end, foofing foofing. Okay, maybella, we don't run maybella because we don't want to get hurt. You can go foofing her and she can go sit down maybella. Maybella, if you run, what's going to happen?

Students: [crosstalk 00:44:20] ...

Teacher: Yes.

Students: That's funny Miss [crosstalk 00:44:22] ...

Teacher: yeah that was fun. Did you folks have fun? Yeah. Yes, we can all take a turn, we all take turns. Okay? You can put it over here. Sorry. The cow on the farm goes mo mo mo mo mo mo mo mo mo, the cow on the farm goes mo mo mo all through the farm. The farmer on the farm says sh sh sh sh sh sh sh sh sh, the farmer on the farm says sh sh sh all through the town ...

Students: You mean the baby cat ...

Teacher: The horse on the farm says sit down nicely sit down nicely sit down nicely the horse on the farm says sit down nicely all through the town. When you are ready, we are going to learning labs. Why is learning labs? Why are learning labs so important? Student?

Student: Because you learn.

Teacher: To learn, what are we learning about?

Student: About the farm.

[00:46:00] Teacher: About the farm, so we are going to be learning about science, we are also going to be practicing our sounds and we are going to practice, Student, talking in complete sentence, so eyes up here, eyes on me Student. Holy molly ...

Students: Waka molly.

Teacher: When we say that Student you should be looking at me, okay? Here are some other things we are 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. Some of you are going, so those of you in the art lab, I have some real crops. Crops some of you mentioned and so you can look

at the different things and then you can create it with the play doll. Lots of different crops from the farm, okay? You get to look at ... You get to use the learning box and if you want to you can even do this and kind of feel something and take it out, first of all guess, lemon and then you can then guess something else and take it out ... I think it's a banana. You can do that too and then you are going to use the play doll to create one of the crops.

Can you make a picture? Can you make a car?

Students: No.

Teacher: No, it has to be a crop from the farm. I'm going to put this on the art table, so the art table ... Student and Student, you may quietly go to the art table, quietly. I paired Student and Student. ABC, Student Student, science Student and Muelevasa, black's Student and Student, and the Einstein group Student and Student over here. You can sure. As long as you make good choices. Okay, yeah 11. Thank you. You can get started with all the things. 2 of you, eyes up here. You first, we are going to talk about what we learned today. What did we learn today? I want you to look at our chart and what did we learn today? What do we learn about today?

[00:48:00]

Student: About farms.

Teacher: About farms, what about farms?

Student: You eat food.

Teacher: What is that food? What is that word called instead of fruit.

Student: Apple.

Teacher: Yes, that's called crops, crops. Okay, so if you look at the barn, what is this part over here for?

Student: Barn?

Teacher: Yeah, what is that for? Who goes inside that door?

Student: Cow.

Teacher: The cow, okay. What about this, what do you put inside there? What do you put inside that over there? Do you put the candy?

Student: No.

Teacher: Do you put the hay, the hay, when you look at a barn, okay, so here is a barn. Let's take it down. Okay, so here is the barn. Student come over here. What they do is,

[00:50:00] you know the machine, the machine will carry the hay up and they'll store it up here, they'll store it up here. That's what they do.

Student: Elevator.

Teacher: It's kind of like, it kind of like because in the machine, the machine will lift up because it's really heavy, it's really really heavy, so it's going to lift up the hay and then it puts it and stores it inside here, but when they need it, because remember now the horses are down there. How are they going to get that heavy hay to get all the way down there. What they do is they have a hole inside the roof and then what they do, they drop it down. It drops right down inside there and then the horses and the pigs and the cows can just eat it. Because would you want to carry it? It's so heavy. Yeah, they have a hole and it drops right through the floor and that's how they eat it. Okay, that's what they do on a farm.

Have you ever been to a farm? Have you ever been to a farm?

Student: No.

Teacher: No, yeah I didn't think so.

Student: I did.

Teacher: You did? You went to a farm before? Where was the farm at? Where is that in Chuk? Was your farm in Chuk?

Student: I don't know ...

Teacher: Or was it over here?

Student: I've never seen it in Chuk.

Teacher: Once again what is this called?

Student: It's called a farm.

Teacher: A farm? No, the setting is the farm. It sounds kind of like [crosstalk 00:51:30] ... What is the whole thing called?

Student: Barn.

Teacher: A barn. Okay? Barn, this is a barn, so yes, this is the roof. You can touch the roof. Touch the roof. This is the roof. You can touch it. This is the roof and this is the, what is this called? The special kinds of door, a special door, and what do they put in the special door?

[00:52:00]

Student: food.

Teacher: Food, what kind of food? Cookies? No, what kind of food do they put?

Student: Pumpkins.

Teacher: Could be a good idea, but it's something for the horses. What do the horses eat?

Student: Apple.

Teacher: They could eat apple, but they put hay, they put hay inside here. Again, that's what the barn is for. Then the horses and the cows get to sleep inside there. Okay? Let's look at our other questions. Who is the person, it can be a man or a lady, you can sit over here, who is the person who is in charge of the ...

Student: A man.

Teacher: A man or it could be a lady, but what is that person's job called? Is it a doctor, is it a dentist, or a farmer? Which one?

Student: Farmer.

Teacher: Farmer. We have to get ready for lunch. Okay, so can you quietly go back to your seat and Student can you turn the light off, okay. Thank you for working quietly, sorry we need to start getting ready for lunch already. The time went by really fast. Thank you for working nicely together and doing your work. We can do it later. Thank you for cleaning up. Student, can you please ... Can you get the calender? You can just leave it, yeah, you can just leave it. Thank you yellow team, thank you ABC lab for sitting and waiting nicely. You folks may go find your special place.

[00:54:00] Kayla you can just leave it over there, thank you.

Student: Can we do it after lunch?

Teacher: If we have time.

Student: Yeah, we might have time. We'll smash it.

Teacher: I got it. I know it's kind of hard I think. Can you find your special place in line and get in line.

Student: Yes, [crosstalk 00:54:26] ...

Teacher: Yeah I know the time went by so fast. Student you can find your special place. ABC lab go find your special place Student. Einstein's. Just leave it like that, I can fix it later, thank you.

Students: You are welcome.

Teacher: Are you ready, are you ready, check and see, check and see, are you ready for lunch, are you ready for lunch, let us see. This is the way we shake our hands shake our hands shake our hands this is the way shake our hands to get ready for lunch. This is the way we roll our hands roll our hands roll our hands this is the way we roll our hands to get ready for lunch. This is the way we hug ourselves hug ourselves hug ourselves this is the way we hug ourselves to get ready for lunch. Let's see a straight line. No kangaroos, no ballerinas, no monkeys in line, let's walk nicely ...

Students: No gorilla.

Teacher: No gorillas, walk nicely.

Students: No tigers.

[00:56:00]

Teacher: Let's walk nicely like a boy and a girl and have a good lunch. Make good choices because we want green [inaudible 00:56:08]. Okay Student, make good decisions. See you later alligator.

Students: See you later ... Bye guys.

Teacher: Bye see you later.