Kindergarten Science Weather
Classroom

Teacher: [crosstalk 00:00:01] Hi my dolphins, dolphins, dolphins.

Class : Yes, yes, yes.

Teacher: Love, love, love.

Class : You, you, you.

Teacher: [00:02:00] [crosstalk 00:01:48] Let's focus on our learning targets, because our learning target is going to tell us about what we're learning today. Eyes up here. Hmm, remember what we said this morning? The more we read ...

Class : The better we get.

Teacher: The better we get. Let's see if you can read the learning targets for me today. I know some of the words are hard. What is a good reader strategy? What is a good reading strategy if you don't know the word?

Student: Sound it out.

Teacher: Sound it out. You could sound it out.

Student: Look at the pictures.

Teacher: Look at the picture? That would be a good one if we had a book, [inaudible 00:02:28], but we don't have a book here. We could sound it out. We can also, sometimes even skip the word and go on to the next word and see if you can understand what's going on. I'm here to help you so let's focus up here and let's see if you ... Did all of you brush your teeth this morning? Let's see if you can read the personal [standing 00:02:51] point. We need everybody's help because some of the words are hard, but I know you can do it. Eyes up here.

Class : I can make the three personal standards and give an example [crosstalk 00:03:15] of each.

Teacher: Let's give you folks a cheer. What cheer should we do? Let's see, Student, want to chose the cheer?

Student: Watch me nae nae.

Teacher: Watch me nae nae? Okay, I need help with that one. [crosstalk 00:03:33] [Student 00:03:34], can you help me with that one? Eyes on [Student 00:03:38]. Ready [Student 00:03:39]? Let's follow [Student 00:03:43]. Ready ... Go!

Class : Watch me whip, watch me nae nae.

Teacher: [00:04:00] Thank you [Student 00:03:49]. Mrs. [Teacher's 00:03:52] too old for that. You folks have to teach me that one. [crosstalk 00:03:56] Okay, learning target number two. Ready? Eyes up here, I like how everybody's looking.

Class : I can describe ...

Teacher: Describe.

Class : ... what a [crosstalk 00:04:13] ...

Teacher: Wow!

Class : ... is used for and when. Why ...

Teacher: This is why. Why ...

Class : ... it is important.

Teacher: Important.

Class : I will use the [crosstalk 00:04:34]

Teacher: Same word over here. Make the connection. What is this word?

Class : Essential ...

Teacher: Essential ...

Class : ... question.

Teacher: No, not question. Does this word look like this word?

Class : No.

Teacher: No. Starts with vv, vocabulary.

Class : Vocabulary in [crosstalk 00:04:54] ...

Teacher: Complete.

Class : ... complete ...

Teacher: Sentences.

Class : ... sentences when ...

Teacher: Sharing.

Class : ... sharing about ...

Teacher: Our.

Class : ... our ...

Teacher: Size.

Class : ... size ...

Teacher: Unit on measurement. Good job. Let's give ourself a ...

Student: Kiss.

Student: Kiss.

Teacher: Wow cheer. Ready? [crosstalk 00:05:25] Good job. Our first learning target says, "I can name the three personal standards and give an example of each." You know that we, our class created our own three personal standards, so let's quietly stand up [crosstalk 00:05:45] the background music for this song, so I'll just play the beginning and then we can get started and read and sing our three personal standards song.

[00:06:00]
Student: Are we going to do the actions?

Teacher: Yeah, we're going to do the actions today. Let's just listen first. [Music playing 00:06:05] Our three personal standards.

Class : Our three personal standards. Can you or I or anyone love our three personal standards.

Teacher: First ... What is first? [crosstalk 00:06:31]

Class : He stomps his foot and turns around and turns around and shakes hands. [crosstalk 00:06:42]

Teacher: Next one. What is the next one?

Student: Make a [crosstalk 00:06:47]

Teacher: Next [crosstalk 00:06:48]

Class : ... stands erect and [crosstalk 00:06:54] a partner [crosstalk 00:06:56]. He stomps his

foot and claps his hands and turns around and shakes hands.

Teacher: Next. [crosstalk 00:07:06]

Class : Make [inaudible 00:07:09] and show respect.

Teacher: What does he do when he shows respect? [crosstalk 00:07:15]

Class : ... and shares his themes. He stomps his foot and claps his hands and turns around to shake hands. Looking for a friend, looking for a friend. He finds a friend and gives a hug and turns around to shake hands.

Teacher: Eyes up here.

Class : Our three personal standards. Our three personal standards. Can you or I and anyone love our three personal standards.

[00:08:00]

Teacher: I made some new literacy awards for those of you who are making good decisions, solving problems and showing respect. [inaudible 00:08:12] literacy awards. The first literacy award is, you get to go home and, in complete sentences, just like one of our learning targets, you get to tell mom and dad what these tools are. Today we are going to be learning about them, so make sure all of you are listening and you're going to go home and you're going to tell mom and dad what these tools are.

The next one ... You're going to look at the thermometer and you're going to tell me what's the temperature, so write the temperature in the square. I'm looking for somebody who is going to get a literacy award. The next one is ... It says we're going to record the weather for one week. On Sunday, you're going to tell me if it's sunny, rainy, cloudy, windy, stormy. On Tuesday, and so for the whole week ... Eyes up here ... You're going to tell me what the weather is. We're going to look at it and we're going to see, Student, if there's a pattern.

The last one ... It says, circle all the weather words. I want you listen really carefully. There's a lot of weather words. I like the way you are sitting and paying attention and you are focusing. Banana, is that a weather word?

Student: No.

Teacher: No. Would we circle that?

Student: No, we would cross it out.

Teacher: Okay. Those of you who are making good decisions, solving problems and ...

Student: And showing respect.

[00:10:00]

Teacher: ... showing respect, you're going to get [inaudible 00:09:57]. Okay. [inaudible 00:10:05]

Student: You need another one over there [crosstalk 00:10:16]

Teacher: Eyes up here. Today we're going to learn about measurement of weather. Last week and the week before we were learning about all different kinds of weather. We learned about all different kinds of weather, sunny weather, we learned about the hurricane, we learned about storms and we also learned this word. Who can recall what this word was? James? [inaudible 00:10:42] Kind of close. We did talk about [inaudible 00:10:48] last week. What is the word, what is the weather word when it's really hot and there's not wind.

Student: Humidity.

Student: Humid?

Teacher: Humid. Can you say it with me?

Class : Humid.

Teacher: This is humid. Today doesn't feel humid. I think there's a little wind. Anyways ... We're going to be using different, we're going to be learning about different kinds of tools and we're going to be learning about how different scientists use these tools. Today we're going to focus on our first tool and later on I'm going to explain a little bit about our other tools, but tomorrow and in the next two weeks we're going to be learning about different tools. Today, this is our first tool. [crosstalk 00:11:42] I'm going to quickly draw our first tool. In our first tool I had to ... This part right here, and if you can look over here ... I didn't even know this. This in the middle is a glass tube. Right here I'm going to write the word glass tube, glass tube.

[00:12:00]

Student: Glass.

Teacher: This is what it looks like. I wanted to show you what it kind of looks like. Of course the glass tube is not this big but I wanted to show you what it looked like. There's a glass tube and inside the glass tube ... Inside this tube right here is another tube. I'm going to use my straw to show you what that looks like. There's another tube inside there. This tube, which is called the bulb ... There's a red thing on the bottom ... This one is blue but usually it's red. There's a bulb on the bottom but inside the bulb there's a red liquid. When it gets really hot our liquid ...

Student: Go up.

Teacher: Will go up. I'm going to make believe this is the liquid so when it gets really hot, the liquid will go higher and higher and higher. When it gets cold, the liquid will go down.

The liquid is contained in this bulb right here. Once again, you see this glass tube, this is kind of like my glass tube, and inside the tube is another ...

Student: Glass.

Teacher: ... tube, which is called the bulb and that holds the mercury. The red liquid is called mercury. Can you say that with me?

Class : Mercury.

[00:14:00]
Teacher: Let's label that ... First of all let's write the word tools because these are all measurement tools. There's a glass tube and on the bottom is the bulb. When it gets really hot, like [Student 00:14:20] said, the mercury ... I'm going to put this ... Watch. The mercury starts to rise. It starts to rise when it gets hotter and hotter and hotter. It starts ... Usually it starts to rise near zero but it can go lower. If it was zero degrees it's really cold. Where my daughter goes to school, and Mrs. Carter, next week it said it's going to be here, one degrees. That's cold, cold, cold. Where we live, right now it's about eighty degrees. How do I know where to stop? On the side, this is how I know where to stop. On the side is called the scale. Can you say that?

Class : Scale.

Teacher: The numbers ... And we look at the Fahrenheit ... The numbers start at zero. This is called the scale, all the numbers. It starts at ten and it count by tens. All of us know how to count by tens. How do we count by tens?

Class : Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.

Teacher: [00:16:00] Just like that, the thermometer counts by ten. Why do you think it doesn't count by ones? If we counted by ones it would be ... You would have to write the number, I think it would be just too crowded. In order to make it easier, they count by tens. All of these numbers here is called the scale, the scale. Once again, this is the glass tube and the red part that has the mercury in it is called the ... Glass ...

Student: Tube.

Teacher: Bulb, the glass bulb. Once again, here is a glass tube and this would be the glass bulb and this red thing, this red thing right here, which is a liquid is called the mercury.

Student: Mercury.

Teacher: Yeah. The mercury, like I said, if it's really hot then the mercury will go higher. If it's not, it will go down. Later on this week we're going to make a homemade thermometer. I'm going to show you what that looks like and when you go home you can make one, too, but I'll show you how to do that.

What I'm going to do is I'm going to pass out a thermometer. It's not a real thermometer, it's a make believe thermometer but I want you to practice reading a thermometer. You look at the scale on the side and wherever the mercury stops is what the temperature is. This would be how hot?

Student: Sixty.

Teacher: Sixty degrees. How hot would this be?

Class : Twenty degrees.

[00:18:00]
Teacher: What I want you to do, you and your partner are going to look at the details. Just like in Reading, in Science we're going to look at all the details of the thermometer, even if it's not a real one and I want you to practice reading the thermometer. I want you to look at the bulb. I want you to look at the scale and I want you to look to see where the glass tube would go. Okay? Partners ... Get with your partner. You can go over there. [inaudible 00:18:38]

With your partner I want you to practice reading the thermometer. [crosstalk 00:18:52] I don't want to hear you. Good partners would be talking to each other. [crosstalk 00:19:02] This is where zero is. [crosstalk 00:19:20] Do you remember the thing that you
[00:20:00] put around your neck? [crosstalk 00:19:55] Probably shorts and shirts. [crosstalk 00:20:10] Eighty is not too bad. Eighty is just about what we're feeling right now. [crosstalk 00:20:15] and not too cold. [crosstalk 00:20:17] Ten. Is that cold or hot? [crosstalk 00:21:00] Really cold, freezing cold.

Sixty. Sixty degrees. Is that hot or cold? [crosstalk 00:21:10] Sixty is cold. Yes, it's very cold. [crosstalk 00:21:17] seventy, not too bad. [crosstalk 00:21:22] a shirt, like a long sleeved shirt. [crosstalk 00:21:38] It's a little cold when it's seventy degrees [crosstalk
[00:22:00] 00:21:46] It's really cold. [inaudible 00:22:01] Thank you. Thank you, thank you, thank you. Just a minute. [crosstalk 00:22:08] Okay, let's stand. [crosstalk 00:22:16]

What are we learning about today? Thermometer. Let's see if Mrs. [Teacher 00:22:24] can think of a song for you to stretch your body.

Student: How about the [crosstalk 00:22:31]? Exercise?

Teacher: I'm a weather thermometer nice and tall. [crosstalk 00:22:40]

Student: ... exercise.

Teacher: That's what we're doing. Are you exercising?

Student: No, exercise is like this.

Teacher: Oh okay, maybe later. Okay, ready? One more time. I'm a weather thermometer nice and tall, tall, tall, tall. [crosstalk 00:22:55] Show me tall. Here is my glass tube, here is my bulb. When I get all steamed up then I'll shout, it's hundred degrees so don't go out. When it's hundred degrees, when it's hundred degrees would you want to go outside?

Class : No.

Teacher: No, really [crosstalk 00:23:22]

Class : ... or a thousand degrees.

Teacher: One more time. Thousand? Ready?

Class : I'm a weather thermometer nice and tall. Here is my glass tube, here is my bulb. When I get all steamed up then I'll shout, it's hundred degrees so don't go out. [crosstalk 00:23:55]

Teacher: I'm going to give you [crosstalk 00:23:59]

[00:24:00]
Student: A thermometer?

Teacher: Another thermometer. What I want you to do, is we're going to ... I'm going to just grab the basket, you're going to take this thermometer and you're going to take the make believe mercury. Please make sure that you don't bend it, if not, it's not going to work. [inaudible 00:24:22] Yes. [crosstalk 00:24:24]

Student: ... so we don't forget how to make it.

Teacher: [inaudible 00:24:27] is I'm going to show you a temperature, I'm going to show you a card and you are going to show me on your thermometer, what that looks like? Grab your basket. [crosstalk 00:24:48] Take one thermometer and take one mercury.

Student: Can I turn on the lights? [crosstalk 00:24:55]

Teacher: Yes, you can turn the light on. Thank you for waiting nicely [Student 00:25:10], also [Keegan 00:25:14]. I know, always paying attention, always listening, always being nice to other people. [crosstalk 00:25:21]

Student: It's fuzzy.

Student: Mrs. [inaudible 00:25:28], do I have to turn it in?

Teacher: No, not yet. What you're going to do is you're going to get your mercury and you're going to put it in your thermometer, the thermometer I made. As you can see, there is

our make believe glass tube, our make believe glass tube. I want you to put your mercury in there. You have to put it from the bottom. Do you see the red dot? You put it in from the bottom. Okay?

[00:26:00] Eyes up here. Start putting it in, Marina. If you need help I'm more than happy to help you. Thank you for waiting quietly [Student 00:26:06]. [Student 00:26:08], you're having an awesome day today. Eyes up here. Show me fifty degrees, [Student 00:26:19], fifty degrees. [crosstalk 00:26:24]

Student: ... if it's eleven.

Teacher: Fifty. You're going to stop right here. [crosstalk 00:26:32]

Student: If it's eleven hundred it's pretty hot.

Teacher: Oh, it would never be eleven hundred. [crosstalk 00:26:39] You're going to stop right here. [crosstalk 00:26:43] Fifty. [crosstalk 00:26:45] A little bit more down. Fifty. [crosstalk 00:26:49] Good job [crosstalk 00:26:46]

Student: ... you have to go to the [crosstalk 00:26:51]

Teacher: Easy-peasy. [crosstalk 00:26:59] See how easy that is?

Student: You got the ten.

Teacher: That's right. Okay, the next one. Twenty degrees.

Student: Twenty degrees.

Student: Cold, cold, cold.

Teacher: Cold, cold, cold is right Student. Cold, cold, cold. [crosstalk 00:27:15] Twenty degrees. A little bit more down. You have to stop right at that line. [crosstalk 00:27:31] Good job, good job, good job. Twenty? Is that twenty? You're going to look at the one that says [crosstalk 00:27:44]. Next one ... Zero.

Class : Zero.

[00:28:00]
Teacher: Zero. This is freezing, freezing, freezing. [crosstalk 00:27:57] Zero. [crosstalk 00:28:03] Zero. [crosstalk 00:28:02] zero? [crosstalk 00:28:06] Good job.

Student: Is this correct?

Teacher: Zero [crosstalk 00:28:16] Next one ... Eighty degrees. Eighty degrees.

Student: Eighty.

Student: Is this right? [crosstalk 00:28:26]

Teacher: Look on the side that says the F. F stands for Fahrenheit. Eighty ... Keep on going, going, going and stop, yeah. [crosstalk 00:28:38]

Student: Is this correct?

Teacher: You don't have to show me, I can see. Eight degrees. [crosstalk 00:28:48] Push it all the way up, eighty. [crosstalk 00:28:53] Next one ...

Student: One hundred.

Teacher: [inaudible 00:29:05] One hundred degrees. One hundred degrees.

Student: That's really hot.

Teacher: Really hot.

Student: How about eleven hundred? [crosstalk 00:29:15]

Teacher: Eleven hundred degrees [Student 00:29:19] [crosstalk 00:29:21] Okay, you can pass ... Put it back in the basket and pass it down.

Student: Yay! [crosstalk 00:29:35] I want to do this again. [crosstalk 00:29:52]

Teacher: When you go to the Science lab [crosstalk 00:29:57]

Student: Oh yeah.

[00:30:00]

Teacher: We can do it then. I always call you your brother's name because your brother was in my class. [inaudible 00:30:05] Yeah, he used to be in my class when he was in kindergarten. [crosstalk 00:30:11] Just like [Student 00:30:10], I always call him Student. [crosstalk 00:30:19] I never had Student in my class.

Student: What about [Student 00:30:23]?

Teacher: Yes, I had [Student 00:30:26]. [crosstalk 00:30:27]

Student: No, what about [inaudible 00:30:32] kindergarten? [crosstalk 00:30:32]

Teacher: Eyes, eyes, eyes on me.

Class : Eyes, eyes, eyes on me.

Teacher: I said we're going to talk about, later on this week and next week, we're going to talk about other tools, other measurement tools. I want you to just quickly look at the tools. I'm not going to explain it in detail because we're going to be doing that in the next two weeks. If you look over here, this is called an anemometer. Can you say that?

Class : Anemometer.

Teacher: An anemometer is a tool to measure how fast the wind is moving. One more time, say it to the lights.

Class : Anemometer.

Teacher: Say it to your nose.

Class : Anemometer.

Teacher: Say it to your hand.

Class : Anemometer.

Teacher: The anemometer is going to measure the speed of the wind to see how fast or slow. This is called a weather balloon. What the weather balloon does, it goes above the earth's surface. Here's earth, Student, and it goes above the earth's surface and it records the weather. It takes pictures. There's nobody in the weather balloon but it takes pictures of the different kind of weather. This over here ... [crosstalk 00:31:56]

Student: ... the water stuff.

[00:32:00]
Teacher: Oh, how did you know? This is a water. This is to collect water. Here is our homemade one, because I'm going to have you be a meteorologist and you're going to be recording our weather at our weather station. The person who collects or shares the weather with us is called a meteorologist. The meteorologist is going to tell us how much rain, so we're going to talk to Mr. Jerry. This is how much rain was collected at my house the other day. It says one inch of rain. We're going to dump this out and we're going to find a place at [inaudible 00:32:41], to see how much rain has, how much rain has fallen. This is called a rain gauge. Can you say that?

Class : Rain gauge.

Teacher: This is a big rain gauge. This is to collect a lot of water over a long period of time. [crosstalk 00:33:01] This is not big enough to collect it for a long time but this one will. Okay? Then this is called a barometer. Can you say barometer?

Class : Barometer.

Teacher: A barometer is a tool that measures air pressure. A rising barometer means that it will be sunny, there will be a sunny day ...

Student: Or rainy?

Teacher: No, just a sunny day and a falling barometer means it's going to be rainy and stormy; the opposite. The person who starts, like I said, is the meteorologist.

Student: Like Guy Hogge?

Teacher: [00:34:00] Like Guy Hogge. If you go, if you watch TV, Guy Hogge, like Student said, will tell us what kind of weather we have. Let's put that up here and Guy Hogge is what we call a scientist, a scientist. [crosstalk 00:34:03] Let's label that over here. He's a scientist and he studies ... He uses weather measurement tools to study the weather. [crosstalk 00:34:19] I'll put the word scientist up here. Eyes up here. I'm going to ... We're going to watch Guy Hogge [crosstalk 00:34:35] for a little while and he's going to show ... I'm going to show you what happens on the news.

Video: This is Hawaii weather now with Guy Hogge. [Griffin 00:34:40] it's still pouring at a good pace over [inaudible 00:34:46] and that's why the guys are ripping [crosstalk 00:34:48], but those [inaudible 00:34:48] are on their way out. Aloha and good evening everyone. Get ready for a round of [inaudible 00:34:54] wet weather. That means elevated humidity levels [crosstalk 00:34:57] start to move in [crosstalk 00:35:00] afternoon showers. For now, the trade wind path continues and that's why we are seeing those cloud move in from the east but notice there's not a lot of rain. Today, much brighter than yesterday. Still [inaudible 00:35:12] occasional wet spots here and there, although right now things have dried up quite nicely. Here at home we didn't get much rain at all. Even the overnight and early morning showers didn't amount to very much.

Here's the situation right now. We're very, very dry and over the last couple of days we've had those [inaudible 00:35:26] showers along the [inaudible 00:35:27] Mountain area, but by tomorrow as those [inaudible 00:35:29] winds pick up, we'll see that cloud build up and the rain will focus right here in the interior spot of the island, although some other spots could get some afternoon showers as well. You can see [inaudible 00:35:37] still hanging on at good speeds, about ten to fifteen miles an hour for most spots but by tomorrow this east-northeasterly will switch to south-southeasterly. For tonight ...

Teacher: [00:36:00] When you go home tonight and watch the news, you might see Guy Hogge or another meteorologist sharing the weather. Why would we want to know what the weather is? [Student 00:36:02]? Why would we want to know?

Student: Because the big waves might flood a house.

Teacher: Okay, so [Student 00:36:15] said, "We would want to know because if there's going to

be big waves, we need to make sure that our house is safe." If we know that there's big waves, would it be a good idea to go to the beach that day?

Student: No.

Teacher: No. It's really important to know what the weather is. If we have severe weather, Student, Guy Hogge will let the Civil Defense know. The Civil Defense is a group of people who try to find ways to communicate with all of us about the different weather. This is a group of people that's called Civil Defense. Let's say there's a hurricane, they're going to let us know there's a hurricane. Please, let's say, take care of your house, make sure you board up the windows, make sure you put tape on the windows and that's the way the Civil Defense will help us to keep safe. [crosstalk 00:37:12]

Student: ... the roof?

Teacher: What is that?

Student: The roof ... Put tape [crosstalk 00:37:16]

Teacher: What about the roof?

Student: Put tape on the roof. [inaudible 00:37:18]

Teacher: Put tape on the roof. I wish you could put tape on the roof. I used to live on the island of Kauai and there was a hurricane and no matter what we did ... We put tape on the windows and that did help because the glass didn't fall in and cut us, but we couldn't do anything with the roof. The roof blew right off. The Civil Defense, the meteorologist and the Civil Defense, they let us know so that we could get prepared.

[00:38:00] Here are some pictures of the real tools that people use, [Student 00:37:55], to measure the weather. Here is something that they use in space to measure the kind of weather that we have so that they can warn us. Same thing, here's the big rain gauge. I think this is a military man [crosstalk 00:38:19] and he wants to land his plane but he needs to make sure where the plane is landing or the helicopter, it's a good place. He's trying to check the weather. He's trying to check the weather to see if it's a good idea or not. [crosstalk 00:38:36]

We've been studying hurricanes. We did our Science project on hurricanes. This is an airplane. They fly into the hurricane to find out what's going on, to let the people know. There's different scientists at work telling us all about the weather. [inaudible 00:39:01]

Eyes up here. We're going to look at our, Hear Their Chat, on weather, the measurement of weather. My turn, your turn. You can stand up. [Mahalos 00:39:20] make good choices. [inaudible 00:39:20], you're a smart a boy. I know you can make good choices. Ready? Measuring weather here.

Class : Measuring weather here.

Teacher: Measuring weather there.

Class : Measuring weather there.

Teacher: Different types of measurement ...

Class : Different types of measurement ...

Teacher: ... everywhere.

Class : ... everywhere.

Teacher: Is he a meteorologist ...

Class : Is he a meteorologist ...

Teacher: ... forecasting ...

Class : ... forecasting ...

[00:40:00]
Teacher: Forecasting means they're predicting, they're making a good guess about the weather. Rising barometers.

Class : Rising barometers.

Teacher: Measuring.

Class : Measuring.

Teacher: Mercury thermometers. Remember this is the mercury. Mercury thermometers.

Class : Mercury thermometers. [crosstalk 00:40:11]

Teacher: And rain gauges overflowing.

Class : And rain gauges overflowing.

Teacher: Measurement above. Show me above. Above the earth. Measurement on the rooftop. Measurement ... Show me a hurricane. Measurement ... Here's your plane ... In the hurricane. And measurement at School School. One more time. Measurement here.

Class : Measurement here.

Teacher: Measurement there.

Class : Measurement there.

Teacher: Different types of measurement ...

Class : Different types of measurement ...

Teacher: ... everywhere.

Class : ... everywhere. Measurement, measurement, measurement.

Teacher: Okay, you may quietly sit down. Those of you who are trying your best, thank you. If you make good choices and do your best, what happens?

Student: You'll get smarter.

Teacher: You'll get smarter. [crosstalk 00:41:24] and you're not participating, is that doing your best?

Class : No.

Teacher: No. Who should be telling you? Me or your ... [crosstalk 00:41:35] [inaudible 00:41:37] wasn't telling you that. Do your work, do your best and make good choices. [inaudible 00:41:44]. Okay, let's see. [inaudible 00:41:47] go to the learning labs. I'm going to explain to you what you're going to be doing. Pay attention. I bought these special pens. [00:42:00] These special pens ... In the morning I want you to record the weather, so these special pens [inaudible 00:42:09]. These special pens can actually work on glass.

Student: Wow!

Teacher: I taped the picture on the back, so you can circle it in the front. Okay? Then if it's a sunny weather, then you would draw a circle here. If it's stormy, you would draw one circle there. Just like our graph over here ... Do we start at the bottom or the top?

Class : Bottom.

Teacher: The bottom. Same thing [inaudible 00:42:39]. Here are our labs. [inaudible 00:42:50] [Student 00:42:54] is sitting nicely. Can you show Student how to sit nicely? Student, turn your body around so you can see. At the iPad lab, here are the steps. I want you to read the directions. Number one, you're going to find the icon ...

Student: YouTube.

Teacher: You're going to find the YouTube icon and you're going to be watching, Reading A Thermometer Video For Children To Learn, and then you're going to be singing a

thermometer song. I want you to look for the YouTube and look for these two. Can you choose something else? No, just the thermometer. [inaudible 00:43:36] Learning log lab ... You're going to read the directions. Always read the directions. You see the arrow? You're going to read the directions. In complete sentences I want you to answer the questions. I'm not going to read the questions to you, I know you can do it. If you can [00:44:00] read the hard words here, you can read the hard words on that learning log lab. Then you can draw a thermometer.

Don't forget your words have to match your illustrations. You can't write about a thermometer and draw Chuck E Cheese on the side because does that match?

Class : No.

Teacher: No.

Student: [inaudible 00:44:21] draw a thermometer.

Teacher: The art lab, you're going to create a thermometer just like the one that I created for you. There's some tape over there. There's a straw and you have to cut it out, so same thing.

Student: Okay.

Teacher: Then it says, insert the red pipe cleaner, which is our mercury, in the middle and practice reading the thermometer. When you are done, [Student 00:44:49], when you're done you can complete the temperature worksheet.

In the Science lab, you're going to get the container of ice from the freezer, fill half the container with water and there's a little thermometer at your lab, insert the thermometer and I want you to observe what's happening to the thermometer. Then when you're done, you can complete the worksheet on recording the temperature from the thermometer. What I'm going to do is I'm going to put these directions at your lab, so please do not start until you read the directions. The directions are really important. When we're at our labs, don't forget our three personal standards. What are the three personal standards? [inaudible 00:45:43] One more time, what is this?

Class : Show respect.

Teacher: What would that look like if you're showing respect at a lab? Student? If you're at your lab and let's say there's only one crayon box, what would you do to show respect? [00:46:00] [inaudible 00:46:01] Let's say there's only one box. What would you do? You and [Student 00:46:10] need crayons, what would you do to show respect? [Student 00:46:17], what would you do? There's only one box of crayons but both of you need crayons. What would you do?

Student: Solve the problem.

Teacher: How would you solve that problem? [inaudible 00:46:34] What would you do?

Student: Share.

Teacher: Share. You share the crayons. That's showing respect. Be nice to people. If someone asks, "Can I borrow your red?" Show respect, let them borrow [inaudible 00:46:44]. Making good decisions. What is a really good decision to make when you're at your labs?

Student: Do your work.

Teacher: Do your work. Really important to do your work. If you're busy talking, will you be able to have fun and learn?

Class : No.

Teacher: No. If you come across a problem, let's say Student, you lot your paper, what would you do?

Student: Get another one.

Teacher: Get another one. Before you get another one, what should you do?

Student: Look for it.

Teacher: Look for it. [crosstalk 00:47:24]

Student: If you don't have it, just get another one.

Teacher: If you just can't find it, get another one. Let's see who is ready for labs ... [inaudible 00:47:39] [Student 00:47:40], Alisha and [inaudible 00:47:42], iPad. Art lab, [Student 00:47:47], Student and Student. Thank you for walking nicely. Be careful over here.

[00:48:00] Student, Student, [inaudible 00:48:00] , science lab. [Student 00:48:04], [inaudible 00:48:05] and Student, Student and [inaudible 00:48:07] [crosstalk 00:48:09] do a good job like you did [crosstalk 00:48:10].

Student: Einsteins.

Teacher: And the Einsteins [crosstalk 00:48:16]. I'm sorry, I didn't get the directions. Here are your directions.

[00:52:00]

Speaker 5: I've never seen anyone make a thermometer. Are you going to teach me to? Thank you. [crosstalk 00:49:30]

Teacher: Here are the directions. [crosstalk 00:49:36]

Speaker 5: [00:50:00] [inaudible 00:49:50], what are you working on? [crosstalk 00:49:52] Oh, thermometers? [crosstalk 00:49:58] I like your drawing [Student 00:50:03]. Very nice you use the whole space. [crosstalk 00:50:07]

Teacher: [00:52:00] Let's see what happens to the mercury. [crosstalk 00:51:14] Okay. I thank you for making good choices while I was looking to see what everyone was doing. [inaudible 00:52:18] to do. [crosstalk 00:52:25] It tells us the temperature, but what is the tool called? [Student 00:52:33]? What is the tool called? What is this whole thing called?

Student: Thermometer.

Teacher: Thermometer. Let's spell the word thermometer. Hands up. Let's sound it out. Th, er, mm, ah, mm, eh, ta, er. Oh, how many sounds is that? [crosstalk 00:53:01]

Student: Nine.

Teacher: Nine? [inaudible 00:53:05]

Student: Eight.

Teacher: Eight sounds. Let's write ... Eyes up here. Let's write the word thermometer. It sounds hard but it's actually [crosstalk 00:53:16]. You can stop drawing. Let's write the words first. Over here, what is this first word? [crosstalk 00:53:26] Eight [inaudible 00:53:27] thermometer, so what [crosstalk 00:53:30]

Student: T-H.

Teacher: T-H. Wow. T-H. Can you write T-H? [crosstalk 00:53:37] Er. What two letters make the er sound.

Student: E-R.

Teacher: E-R. [crosstalk 00:53:47] Er. [crosstalk 00:53:52] Er. What sound [crosstalk 00:53:56] Mmm. [crosstalk 00:54:00]

[00:54:00]
Student: There you go. [crosstalk 00:54:02]

Teacher: [Student 00:54:02], you're going to get a literacy award. Wow! Good job today. Er, mm, ah, write ah. [crosstalk 00:54:17]. Mm, oh, you're a little bit ahead [crosstalk 00:54:21]. Mom, look at the word mom. Ther-mom [crosstalk 00:54:28], eh.

Student: E.

Teacher: Good [crosstalk 00:54:33] What is the next sound [crosstalk 00:54:37] There-mom-eh-ter. What two letters make the er sound?

Student: E-R.

Teacher: E-R. [crosstalk 00:54:46] over here. Oh no, you don't have enough room [crosstalk 00:54:50].

Student: I don't have enough room. [crosstalk 00:54:55]

Teacher: ... a little closer because it's a long, long, long word. [crosstalk 00:55:02] Let's clean up, clean up, everybody clean up. [crosstalk 00:55:11]

Student: Yay! [crosstalk 00:55:13] lunch. [crosstalk 00:55:16]

Teacher: Are you ready to clean? Are you ready? Are you ready? Check and see. Check and see. Who is putting their hand down? Who is putting their hand down? Let us see. Let's see, Einsteins, you can back to your seat. We can continue [inaudible 00:55:35]. Jacob. [inaudible 00:55:40] Get your pencil and their team can use it tomorrow. iPad lab [00:56:00] [crosstalk 00:55:48] finish later. Writing lab [crosstalk 00:56:07] are you ready? You've got to clean up your area [crosstalk 00:56:36] That's okay.

This is the way we shake our hands, shake our hands, shake our hands this is the way we 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 put our our hands in the back, put our hands in the back, put our hands in the back. This is the way we put our hands in the back to get ready for lunch. [crosstalk 00:57:35] Let's see who's ready for lunch. I see [inaudible 00:57:45] is ready. I see [inaudible 00:57:46] is ready. Eyes on me. [crosstalk 00:57:52] Okay [Student 00:58:00].

[00:58:00]