

2:Kindergarten ELA LetterJ Main

Teacher: [Student-100:00:01], put your jacket away. Thank you.

Student(s): I want to go to the ear center.

Teacher: That would be great thanks, Student-2.

Student(s): (Multiple students speaking among themselves.)

Student(s): Can I have the headphones?

Teacher: Yeah, Student-2 is gonna pass them out.

Student(s): Okay.

Teacher: Thank you.

Is that enough? Yeah, that should be fine.

Okay, thanks for sitting and waiting so quietly and patiently. Let's have Student-3 and Student-4 scoot back, and the rest of you curve around. Okay, Student-5 ... Yes, Student-6?

Student(s): What's that?

Teacher: It's a microphone.

Student(s): He already told me that.

Teacher: Oh, then why did you ask again silly? Student-5's gonna say some words in Student-5 talk, and I want you guys to blend the sounds together, okay? (speaks phonetically) J-O-B.

Student(s): Job.

Teacher: (speaks phonetically) J-U-G.

Student(s): Jug.

Teacher: (speaks phonetically) W-I-Z

Student(s): Wiz.

Teacher: (speaks phonetically) J-E-T.

Student(s): Jet.

Teacher: Okay, this word's for you Student-7. (speaks phonetically) J-A-M.

Student(s): Jam.

Teacher: What?

Student(s): Jam.

Teacher: What is Jam? It's Student-7's turn.

Student(s): [inaudible 00:01:33]

Teacher: Uh-huh, excellent! Like what you put ... yeah it's totally fine ... on a peanut-butter jelly sandwich. Okay, here is your word Student-8 (speaks phonetically) Q-U-A-C-K.

Student(s): Quack.

Teacher: What is quack?

Student(s): Like you whack someone?

Teacher: Oh, try again. (Speaks phonetically) Q-U-A-C-K.

Student(s): (Interruption)I never went on the math game ...

Teacher: Oh, they are still open [00:02:00] from yesterday. It's okay I will clear them after this rotation. Just go on Connect It. Quack, what's quack?

Student(s): Like a duck is quacking.

Teacher: Like a duck is quacking. Student-3, (speaks phonetically) J-O-B.

Student(s): Job.

Teacher: What is a job?

Student(s): Like you go to work.

Teacher: You work at a job, good. Student-9, Q-U-I-T.

Student(s): Quit.

Teacher: What does that mean?

Student(s): That means you quit your job.

Teacher: Oh, and does that mean you're going to keep working there?

Student(s): No.

Teacher: No. Here's your word, Student-10, (speaks phonetically) Q-U-I-C-K.

Student(s): Quick.

Teacher: What does that mean?

Student(s): It means [inaudible 00:02:41].

Teacher: Oh, so does that mean your fast or slow?

Student(s): Fast.

Teacher: Okay, Student-6, (speaks phonetically) J-I-M.

Student(s): Gym.

Teacher: What does that mean?

Student(s): That means that you are playing Volleyball.

Teacher: Oh, good guess. Jim, actually starts with an upper case letter. So, Jim is a ...

Student(s): Exercise?

Teacher: Good try. Oh! Like when you go to the gym, oh I see, that's what you meant. That's true Student-6, we play Volleyball at a gym. The Jim that I was talking about was a name. Exactly, since it starts with uppercase. So, Jim can be somebody's name. Okay ...

Student(s): [inaudible 00:03:22]

Teacher: At the gym, good connection, thank you. Okay, this is our new sound for the week. What sound?

Student(s): (speaks phonetically) J

Teacher: (speaks phonetically) J, let's take a look at oops, I have some words in here that don't belong.

Student(s): [inaudible 00:03:46]

Teacher: Oh, go ahead, you guys can do it one more time. Let's take a look at words that start with the J sound.

Student(s): Jacket, jar, jewelry.

Teacher: Jewelry.

Student(s): Juice.

Teacher: Juice.[00:04:00]

Student(s): January.

Teacher: Oh, well July. July, it is a month though, a different month. That's your birthday month?

Student(s): Juggle.

Teacher: Juggle.

Student(s): Jump.

Teacher: Jump.

Student(s): Jump rope.

Teacher: Jump rope.

Student(s): Jet.

Teacher: Jet.

Student(s): (Interruption) [inaudible 00:04:18]

Teacher: Student-4's Mom?

Student(s): [inaudible 00:04:20]

Teacher: Okay, you guys can solve the problem or you can both loose your center. You can solve the problem together or you can put your heads down. Okay, this is the other sound that we're learning. What sound?

Student(s): Q, q, (speaks phonetically) Q

Teacher: (speaks phonetically) Q These letters make the "Q" sound, like in ... Quail. It's a type of bird.

Student(s): Quarter.

Teacher: Quarter.

Student(s): Queen.

Teacher: Queen.

Student(s): Question mark.

Teacher: Question mark.

Student(s): Feather  
Quill

Teacher: Very good memory from yesterday! This is a quill.

Student(s): Quilt.

Teacher: Quilt. Okay, now you're going to get white boards. If I say a word that begins with the (speaks phonetically) "J" sound, then I want you to write a J. If I say a word that starts with the (speaks phonetically) "Q" sound, I want you to write a Q and a U, because for the most part those 2 letters work together, are partners.

Student(s): (Interruption) Student-11, he said [inaudible 00:05:40].

Teacher: Okay, Student-11 put your head down over there, Student-16, put your head down over here. You still couldn't figure out how to work together, so you lost your center. Student-16, right here, thank you.

Student(s): (Interruption) On his iPad, somebody went on.

Teacher: Yeah, those are still from yesterday. I will clear them at the end of this rotation. Just stay on Connected for today, okay? [00:06:00] Okay, take a board and pass it down. Oops, I think we need 1 more. Here you go Student-6. Awesome job you guys are amazing! About 2 more minutes, so see if you can get it ... do you think you can finish it again?

Okay, ready? Juice. Lowercase, lowercase. Quit. Student-8 and Student-3 those j's are backwards. Make sure that they curve to the left, try again. Oh, your j's backwards Student-6, write it again and make sure that it curves the opposite direction.

Student(s): Sometimes I write my J like that.

Teacher: Let's practice writing your Q, Student-7 so you make like you are making a g, then curve to the outside. Beautiful Student-3, good job Student-8 and make sure that you partner

it with a U because the q and the u usually go together. Beautiful, qu, (speaks phonetically) q. Student-7, qu, we are going to need the u also. Okay the next word is job, quiz, jeep. What's the first sound you hear in Jeep? Make sure you're making your q and u always together. Oh [00:08:00] yeah, joke, quick, jump, and quack. Q and u, Q and u Student-7, Q and u.

Student(s): (Interruption) When you rang the bell [inaudible 00:08:21].

Teacher: Go back to your center, put your head down. Okay, erase your white boards, put them behind you. I just passed out a marker to every partner so you and your partner can share an eraser. Student-12, you and your partner can share an eraser. Oh, only periods at the ends of sentences, Student-6.

Wow! Center C earned a star, I love the way that Center C cleaned up quickly and are waiting quietly to be excused. Thank you Center C.

Student(s): Her's doesn't talk.

Teacher: Then she can turn the volume up on the side.

Student(s): Oh, maybe it's this, look, maybe it's that.

Teacher: Exactly. [inaudible 00:09:14] did you clear things off your iPad? That was all that was on there?

Student(s): Um-huh.

Teacher: Okay, Student-13, your voice should be off sir. Student-14 did you clear things off your iPad?

Student(s): Uh uh, it was just like that.

Teacher: Okay. Turn your iPads off. One, wow making sentences, you did an excellent job of cleaning up quickly! Thank you. Let me give Center C the stars that they earned. [00:10:00] Student-15, Student-11, Student-16, and Student-17. Okay, thank you for walking and not running Student-18. All right.

Student-5's going to say some words in Student-5 talk and I want you guys to tell me the whole word. Come sit in front of a board. Student-2, you can come sit right over here, so that I can hear you.

Okay, so Student-5 will do 1 example and then you guys can try. Ready, (speaks phonetically) job.

Student(s): Job!

Teacher: Okay, this one's for you. (speaks phonetically) jug.

Student(s): Jug!

Teacher: (speaks phonetically) quiz.

Student(s): Quiz!

Teacher: Then you join another group, remember? If you're the 3rd person. See look Student-4 is looking for you.

(speaks phonetically) jet.

Student(s): Jet!

Teacher: Okay, now each of you will be getting your own.

Student- I'm so sorry.

Teacher: No, you're totally fine.

Student- [inaudible 00:11:20]

Teacher: Every body was a yes. I forgot to ...

Student- So sorry.

Teacher: No, no, Oh I didn't get one back from her. She is in the red shirt right there. But yeah, uh huh yeah, but I would think her mom would be down, cause her, yeah, she's

Student- Everybody else was yes?

Teacher: Everybody else was yes. Yeah, okay, no problem.

Student- Super cool, awesome.

Teacher: No, I forgot to give those to you.

Okay, this words for you Student-19.

Student(s): [inaudible 00:11:56]

Teacher: In Center C? [00:12:00] That's fine cause your supposed to be playing the game with one of the other 2 groups.

Student(s): [inaudible 00:12:10]

Teacher: Yep, but every game can have 3 people on it. So you just join in other groups and you play with 3 people, okay?

Student(s): K

Teacher: (speaks phonetically) jam.

Student(s): Jam

Teacher: That was just for Student-19. K, this is your word, Student-20. (speaks phonetically) quack.

Student(s): Quack.

Teacher: What does that mean?

Student(s): A duck quacking.

Teacher: A duck quacking, what did your word mean Student-19?

Student(s): Taste like jelly.

Teacher: Yeah, jam is like jelly. Student-21, (speaks phonetically) quit.

Student(s): Quit!

Teacher: What does that mean?

Student(s): I when I quit.

Teacher: What did you quit?

Student(s): I quit on time.

Teacher: You quit on time? What did you quit doing?

Student(s): I quit come to school.

Teacher: Oh, you quit so you could come to school. What were you doing before you came to school?

Student(s): I came to school.

Teacher: But before you came to school, what were you doing?

Student(s): [inaudible 00:13:18]

Teacher: Was that in school or before school? What about before when you were still in your house. What were you and your brother doing?

Student(s): Getting ready?

Teacher: Oh, so Student-21 and her brother were getting ready, and then they quit getting ready so that they could come to school. Student-2, your word is (speaks phonetically) quick.

Student(s): Quick.

Teacher: What does that mean?

Student(s): Run quick.

Teacher: Run quick, does that mean run mean run very slow. No?

Student(s): Run fast!

Teacher: Like run fast. Okay, awesome. Our 2 new sounds are J and I know it is [00:14:00] pink. What sound is this. It looks a lot like a (speaks phonetically) g, but let me show you. The (speaks phonetically) g, curves to the left, and the (speaks phonetically) q curves to the right. And it's usually followed by a u. So, lets look at some words that begin with the J sound. Remember all of these words begin with a J sound.

Student(s): Jacket! Jar!

Teacher: J-J-jar.

Student(s): Jewelry!

Teacher: J-J-jewelry.

Student(s): Juice.

Teacher: J-J-juice.

Student(s): [inaudible 00:14:43]

Teacher: Does that start with a j sound?

Student(s): No. July!

Teacher: July, very good. J-J-July, nice reading.

Student(s): Juggle!

Teacher: Juggle, J-J-juggle.

Student(s): Jumping!

Teacher: J-J-jump.

Student(s): Jump rope.

Teacher: J-J-jump rope. I'll go get it.

Student(s): Jet!

Teacher: Jet, J-J-jet. Boys and girls, voices off please. That's the phone. Hello?

No, that's fine. Okay, and then she'll be coming back to class? Uh huh, okay, thanks, bye.

Okay, now lets take a look at our next sound. What sound does our next letter make?

Student(s): (speaks phonetically) Q!

Teacher: (speaks phonetically) q, q, q. Makes the q sound. As in ...

Student(s): [inaudible 00:15:58]

Teacher: Good guess! That does [00:16:00] start with the Q sound. This is a quail. That's a type of ... yeah that's what makes it really distinctive.

Student(s): Quarter.

Teacher: Quarter.

Student(s): Queen.

Teacher: Queen.

Student(s): Question mark.

Teacher: Question mark.

Student(s): (Students looking at picture, no responses).

Teacher: Quill. So remember how I was telling you in the old days, they would use this ...

Student(s): I can't see that side.

Teacher: Sorry, I was covering it. So they would use the quill for what?

Student(s): Writing!

Teacher: Writing, because they didn't have a pencil or a pen.

Student(s): Yeah! Quilt.

Teacher: Quilt, so a quilt is a type of blanket that is usually sewn like this with different patches, and so ... um hum, so that's what makes it a quilt. Okay, now on your white boards. You can pull your white boards in front of you. I just gave an eraser to every partner, so you and your partner can share an eraser. Student-2 can you pass that eraser to Student-20 and Student-19 so that they have an eraser to share? Thank you.

Okay, so if I say a word that begins with the J sound, if I were to say jump, I want you to write the letter J. Now, if I were to say a word that begins with the Q sound, like if I said queen. I want you to write the Q and the u. Why do we write the u also?

Student(s): Cause it's (speaks phonetically) qu. [crosstalk 00:17:43]

Teacher: So the q and the u are usually partners, they are usually together in words, to make the q sound. They usually help each other make the [00:18:00] q sound. Usually not. Okay, so your first word is juice. Your next word is quit. Beautiful. Job, oh don't forget to make the u also, Student-2. Job, what's the beginning sound in job? That's backwards Student-21. What? She is? That's wonderful! Really, oh good! Quiz. Jump.

Bloody nose? Go to the bathroom and rinse it off, and if not then we will send you to the health room. He get's that a lot.

And quick, and joke.

Student(s): Quick?

Teacher: Quick. and jump. All right, erase your white boards, put them behind you. Student-20 if you could pass the strips out. Please unlock your screens boys and girls. Wonderful, thanks Student-22. Okay, all right, go ahead and turn them off.

I will tomorrow. I do want to start checking it. Wow, Center B earned a star. Oh yeah, let me send you, here. Take this hold this up to your [00:20:00] nose. Wait Student-11, you need a health pass.

Center B earned a star. I love the way that Center B cleaned up quickly. Student-13, please stop shouting out, quietly and have their heads down and ready to be excused to their next center.

Student(s): [inaudible 00:20:31]

Teacher: Then you need to use your i Message. Thank you. Student-14 please don't call people names. Thank you. (list of student names) [inaudible 00:20:44]. Thank you so much for helping our classroom to be a peaceful place of learning. Thank you Center D for working so well together to clean up. One. Student-20 that was supposed to be behind you, so can you push the board back? [inaudible 00:21:27].

[inaudible 00:21:35] stand up and put your strip under please, thank you. Student-22, thank you for coming and sitting in active listening position. I can tell you're ready for learning. Thank you Student-18 for your eyes. Okay, Student-5 is going to say some words in Student-5 talk. And I want you guys to tell me what word he is trying to say, okay? He is going to give us an example, [00:22:00] so he'll do the first word by himself.

(speaks phonetically) J-O-B.

Student(s): Job!

Teacher: Job. Okay, lets do a few as a whole group, ready? (speaks phonetically) J-U-G.

Student(s): Jug!

Teacher: Great, (speaks phonetically) Q-U-I-Z.

Student(s): Quiz!

Teacher: Quiz, (speaks phonetically) J-E-T.

Student(s): Jet!

Teacher: J-E-T.

Student(s): Jet!

Teacher: Awesome okay, this word's for you Student-22. (speaks phonetically) J-A-M.

Try again, it starts with the J sound. J-A-M.

Student(s): Jam.

Teacher: Excellent, what is that?

Student(s): If you jam something.

Teacher: Oh, like you might jam something. When you do a drum? That's ... Jamming something might be like if you have a container and your stuffing things into it. You're jamming it full, or jam is also ... have you had a peanut butter and jelly sandwich before?

Student(s): Yes

Teacher: Sometimes they call jelly, they call it Jam. It's basically the same thing. Okay, Student-18, here is your word. (speaks phonetically) Q-U-A-C-K.

Student(s): Cat.

Teacher: Good try, try again. (speaks phonetically) Q-U-A-C-K.

Student(s): Quack!

Teacher: What is that? What animal makes the quack sound. It's Student-18's word.

Student(s): Duck.

Teacher: A duck excellent, Student-22 and Student-16, that was Student-18's turn. Student-13, whisper voice please, thank you.

Student-16, (speaks phonetically) Q-U-I-T

Student(s): Quit.

Teacher: What does that mean? Student-18, listen.

Student(s): You quit work!

Teacher: Maybe you quit work. [00:24:00]

Student(s): Or you quit school.

Teacher: Oh, yeah, that would be bad, huh? Okay, Student-21, please listen to your classmates first so you don't have to come talk to me, okay? I heard, thank you Student-8. Okay, Okay [Student-2300:24:19] here's your word, (speaks phonetically) Q-U-I-C-K.

Student(s): [inaudible 00:24:26]

Teacher: Close, (speaks phonetically) quick. That's the word.

Student(s): Quick.

Teacher: Awesome! What does that mean.

Student(s): Quick!

Teacher: Very good, what does quick mean?

Student(s): Quit school.

Teacher: That would be quit. What does quick mean?

Student(s): You quit a teacher.

Teacher: Well, the word was quick.

Student(s): When you run home fast!

Teacher: Fast and you're very, when you run like a flash. Then your very ...

Student(s): Quick!

Teacher: Quick, awesome. Student-18, is quick fast or slow?

Student(s): Slow

Teacher: Slow would be the opposite of quick.

Student(s): Fast!

Teacher: Quick is fast. Okay, we're learning 2 new sounds today.

Student(s): What is that?

Teacher: A microphone. We're not bringing them in the front yet. What sound do these letters make?

Student(s): (speaks phonetically) J!

Teacher: Let's look at some words that begin with the J sound.

Student(s): Jacket!

Teacher: J-J-Jacket.

Student(s): Jam!

Teacher: J-J-Jar. But Jam would totally work too! Jam starts with a J sound, great job.

Student(s): I know! J-J- Bracelet!

Teacher: Does bracelet start with (speaks phonetically) J?

Student(s): Jay!

Teacher: Good try! This is J-J-Jewelry. Have [00:26:00] you heard of that word jewelry?

Student(s): Yeah, cause my uncle [inaudible 00:26:07] me and my brother, they don't have nothing.

Teacher: They didn't get anything. They got some jewelry? [Student-100:26:13] what is jewelry?

Student(s): Jewelry that's what you wear on your neck.

Teacher: Yeah, you can wear jewelry neck, on your ears, on your wrist ...

Student(s): On your finger.

Teacher: On your finger, like a ring.

Student(s): In your hair!

Teacher: Oh, in your hair. Okay, next word.

Student(s): Juice!

Teacher: Don't forget your period. J-J-Juice, Student-18, eyes up here. [Student-100:26:38].

Student(s): Calendar!!

Teacher: What sound does calendar start with? C-C-Calendar, this is J, this is a month on the calendar. It is part of the calendar. This is the month of J-J-July.

Student(s): July.

Teacher: Like that's the month you're born in, huh? Both of you are born in July.

Student(s): Juggling!

Teacher: J-J-Juggle. [Student-100:27:04] focus J-J-Jump.

Student(s): Jump rope!

Teacher: J-J-Jump rope.

Student(s): Games!

Teacher: Student-22, you're not saying words that start with J right now, you're saying J-J-Play, play starts with p.

Student(s): Plane.

Teacher: Plane starts with what sound? P. Student-18 and [Student-100:27:26] focus please. What is this? This is called ... it's okay, you are sharing erasers today ... This is called a Jet. What is this?

Student(s): Jet

Teacher: Jet, okay. Some jets have missiles, huh? Good connection Student-16. Where did you learn that?

Student(s): I went over in [inaudible 00:27:46].

Teacher: Oh, very cool. [Student-100:27:50] sit up, sit up. We will get that later. Student-13, Student-13, please stop shouting out. Very nice, [00:28:00] try to use the word want or said our new words, okay?

Okay, what sound does this letter make?

Student(s): J-J ...

Teacher: This letter made the J sound, so a different letter wouldn't probably make the same sound.

Student(s): Oh!!

Teacher: This letter makes the (speaks phonetically) Q sound. Student-18 let me hear you, Q?

Student(s): (speaks phonetically) Q.

Teacher: Like in quit. Not during Center A.

Student(s): W-W-Water!

Teacher: Well, water starts with what sound, (speaks phonetically) w. Close there is a w in the q sound. It's (speaks phonetically) Q. [Student-100:28:40] what sound?

Student(s): (speaks phonetically)

Teacher: No, Q, very good. Lets look at some words that start with the q sound.

Student(s): Bird!

Teacher: It has to start with Q. Bird starts with what sound Student-22? B-ird. B-B- we want words that start with q. This is called a quail. Say Q-Q-QUAIL, Q-Q-QUAIL.

Student(s): Q-Q-QUAIL.

Teacher: Q-Q-QUAIL.

Student(s): Q-Q-QUAIL.

Teacher: Awesome.

Student(s): Q-Q-Nickel

Teacher: Q-Q-Q-Quarter.

Student(s): I did it!

Teacher: Good Student-16.

Student(s): Queen!

Teacher: Q-Q-Queen.

Student(s): Q-Q-Question mark.

Teacher: Q-Q-Question mark.

Student(s): Q-Q-leaf.

Teacher: Leaf starts with what sound? L- feather starts with f- we are looking for words that start with Q. This is called a quill.

Student(s): Quill!

Teacher: Who remembers, I talked to you about a quill.

Student(s): A quill is when you write.

Teacher: They used the quill in the olden days for writing. [00:30:00] It is a feather. What is the blue stuff?

Student(s): That's the ink.

Teacher: It's the ink that they would dip the quill in so that they could write.

Student(s): Just like yesterday.

Teacher: Exactly. Okay, [Student-100:30:15] eyes up here. Q-Q-Quilt. This is a quilt, it's a type of blanket or comforter.

Student(s): [crosstalk 00:30:24]

Teacher: Yeah, maybe on a movie.

Student(s): You put it on your legs.

Teacher: Yes, the quilt keeps your body nice and warm. Okay, bring your white boards in front of you.

Student(s): This is an other eraser.

Teacher: It's fine. You and your partner are sharing an eraser today. Okay, now watch, watch what you're going to be doing. Student-16, you said you were going to listen to the teacher right, so you can learn? Be sure you're listening. If I say a word that begins with the J sound, you guys would say J-J-Jump, and you guys would write a J.

Student(s): How do you write a J?

Teacher: If I say a word that starts with ...

Student(s): If you need help you can ask a teacher.

Teacher: Yeah you can always ask me ... if I say a word that starts, cap your pen, put it next to your board. I'll wait. If I say a word that starts with the Q sound, like Q-Q-Queen, then you guys are going to write the Q and the U. Because Q and U usually go together. They are usually partners. What sound? Q-Q.

Student(s): Q-Q

Teacher: Okay, lets give [00:32:00] it a try.

Student(s): [crosstalk 00:32:01] I said the other ...

Teacher: Awesome, go ahead and put that in your backpack and go to your center. You keep that for your mom and dad okay?

All right, the first word is juice.

Student(s): J-J-Juice.

Teacher: Juice Student-18. Shhh, don't shout it out, we need everybody to see. Which letter is J? No, this is a Q, J-J. What letter makes the J sound?

Student(s): J-J-Juice.

I did it!

Teacher: Beautiful, okay the next word is, oh, we don't erase Student-16. The next word is quit.

Student(s): Q-Q-Quit.

Teacher: Q-Q-Q What letters make the Q sound? You need 2 letters, 2 letters. Student-18, Q and U, beautiful. Very Nice. Okay, next word is job. [Student-100:33:25] what's the first sound in job?

Student(s): J

Teacher: J-J-J. Keep your eyes on your own board Student-16, think with your own brain. Okay, the next word is quiz.

Student(s): Q-Q-

Teacher: Stop, Student-16 I want you to do this. Okay, you are going to make like you are making an A, then go down and hook. Okay try that. So first make a C, okay that's fine and then go straight down, [00:34:00] go straight down, and then, no, just the bottom part is wrong. Just erase the bottom part. Student-18, when you write the Q, write the U with it. You usually see these 2 letters together. Good, Q-Q-Q Student-22, same with you Q-Q-Q, the q and the u together.

Okay, next word jeep. [Student-100:34:41] what's the first sound in jeep? Student-18, what's the first sound in jeep?

Student(s): J-J

Teacher: Which letter says J? Okay, then write the J. Yes, you are getting better. I appreciate that you are not erasing. It's okay that they are not perfect. We just need to practice. Okay, erase your boards, put them behind you. You are sharing erasers. Way to share Student-22 and Student-18.

Please unlock your screen. Super, go ahead and turn your iPads off, Student-23, hands to yourself. Yes, yeah go ahead. Take your headphones off. Help put cards away. Thank you Student-21 and Student-23 for having your heads down and your voices off.

Yes, Student-24, would you pass them out. [00:36:00] Student-13, is that a nice tone? Try again. All right, 1. All right Center D, Student-18, walking sir thank you. Come sit in front of the board. Nope, your name's not.

Okay, boys and girls we are going to start with Student-5 saying some words in Student-5 talk. Ready, we will do a few together as a class as a group. (speaks phonetically) J-O-B

Student(s): Job.

Teacher: J-U-G

Student(s): Jug.

Teacher: Q-U-I-Z

Student(s): Quiz.

Teacher: J-E-T

Student(s): Jet.

Teacher: Okay, this one's for you Student-26, (speaks phonetically) J-A-M.

Student(s): Jam

Teacher: What is that?

Student(s): A jam is in a jar, very good.

Teacher: A jam is in a jar, very good. Boys and girls please be sure to use your whisper voices. Click. Okay, [00:38:00] Student-22, Student-22 ... (speaks phonetically) Q-U-A-C-K.

Student(s): Quack.

Teacher: (speaks phonetically) J-O-B.

Student(s): Job

Teacher: Student-13, Q-U-I-T.

Student(s): Quit.

Teacher: [inaudible 00:38:20] Q-U-I-C-K.

Student(s): Quick.

Teacher: Student-25, J-I-M.

Student(s): Jim.

Teacher: What is Jim?

Student(s): A basketball court.

Teacher: It is but, that kind of gym boys and girls starts with, no that kind of gym. The kind of gym where you play basketball or go work out, is spelled G-Y-M. We are not talking about that kind of gym, because we are focusing on the letter J. So the Jim that I was saying, remember here is another example of 2 words that sound the same, but are spelled differently. This is a ...

Student(s): Jim.

Teacher: ... It starts with an uppercase letter, so we know it's what?

Student(s): It's a name!

Teacher: It's a name, excellent! Jim can be somebody's name.

Student(s): (Interruption).

Teacher: Okay, Student-2 and Student-6, you're about to lose your center, work well together, or else you're not going to be able to participate. Thank you. Yes, exactly. Okay, now like I said we are focusing on our new sounds today. What sound do these letters make?  
[00:40:00]

Student(s): Q-Q

Teacher: Q-Q tricked you Student-13. Let's look at some words that begin with the Q sound. This is a bird that's called a quail.

Student(s): Quail.

Teacher: Q-Q-Quail.

Student(s): Quarter.

Teacher: Q-Q-Quarter.

Student(s): Queen.

Teacher: Q-Q-Queen.

Student(s): Question mark.

Teacher: Q-Q-Question mark.

Student(s): Feather, quill.

Teacher: Quill, very good. It's Qu-ill, quill. It's what they used to write with. Student-16!

Student(s): Quilt.

Teacher: Good, what is a quilt.

Student(s): It is a blanket.

Teacher: It's a type of blanket. It's sewn in a special way.

Student(s): My Grandma makes quilts.

Teacher: Your Grandma makes quilts, that's neat. There are beautiful Hawaiian quilts. Really, yeah, TuTus and Grandmas often like to make quilts. Oh wow. Let's look at words that begin with the J sound.

Student(s): Jacket.

Teacher: J-J-Jacket, thanks Student-26 it's okay. Student-14 ...

Student(s): Jar.

Teacher: Jar, exactly.

Student(s): Jewelry

Teacher: J-J-Jewelry.

Student(s): Juice.

Teacher: J-J-Juice.

Student(s): February.

Teacher: You guys all need to work together cause there is only 3 of you.

Student(s): January.

Teacher: One person makes a sentence and the other 2 people write.

January does start with a J, but this is July.

Student(s): On the calendar!

Teacher: Just like on our calendar.

Student(s): Juggle

Teacher: J-J-Juggle.

Student(s): Jump.

Teacher: J-J-Jump.

Student(s): Jump rope.

Teacher: J-J-Jump rope.

Student(s): Jet.

Teacher: J-J-Jet. Okay, I'm going to say some words. If the word begins with the J sound, I want you to write a J. If it begins with the Q sound, don't grab your boards yet, I want you to write Q and a u. Why are we going to [00:42:00] write a Q and a U?

Student(s): [crosstalk 00:42:02]

Teacher: We don't interrupt, Student-26 is talking. Yes, the Q and the U are usually partners, they are almost always together in words. Okay, go ahead and bring your white boards in front of you. Student-16, those aren't for playing. You need to find what sound those start with. Pass it around, give everyone a turn. Okay, the first word is juice.

Student(s): [inaudible 00:42:41]

Teacher: It what?

Student(s): [inaudible 00:42:44]

Teacher: It did what?

Student(s): [inaudible 00:42:50]

Teacher: They didn't, try and write with it. We are not using uppercase J's. Student-11 and Student-26, I want you guys to make the straight part a little bit longer, so don't curl over quite so quickly. Don't erase it just make another one. Go down for a while before you curve up. Student-11, follow directions, I said don't erase it, just write another one. Okay, your next word is quit. What's the first sound in quit? (speaks phonetically) Q, we are doing lowercase Student-11. Q and a U, we are not writing the whole word. We are just writing the first sounds, that's okay, move to the next one. The word is quit. Why don't you guys try to write the whole word, quit, quit. Okay, what you're missing Student-6, [00:44:00] is and Student-11, oh sorry Student-26. After the Q we need a U, you need to make the Q and the U together as partners. Excellent, quit. Next word, see if you can write the whole word, job.

Student(s): (Interruption) Can you fix this ...

Teacher: Yeah, thanks. Student-16, please work nicely. The next word is quiz, quiz. The last sound is actually qui- (speaks phonetically) Z. No s, just Q-U-I-Z. The next word is jump, see if you can write the word jump. I love that I hear Student-25 stretching and spelling the word, sounding it out. That's an uppercase P though. Make sure the p goes down below the line. Close, jum-p, Student-11 the word is (speaks phonetically) jump. The last

[00:46:00] word is quack, there is a challenge word, quack. Very good, close the word is quack(speaks phonetically) k.

Student(s): I'm done.

Teacher: Very good, (speaks phonetically) quack. Why did you make a C and a K?

Student(s): Its at the end of the word!

Teacher: It's at the end of the word, very good. Erase your boards and put them behind you.

Student(s): I found my eraser.

Teacher: Very nice, I want you guys to try and use the new words though. Want, and said. Tomorrow see if you can use one of the new words, either want or said. Student-13, that is ...

Okay, unlock your screens please, excellent, excellent, excellent. Good job guys. Student-21, head down is wonderful, but please make sure your voice is also off. Student-16, what?

Student(s): [inaudible 00:47:17]

Teacher: Oops, Yeah, his last center is iPads, your last center is C. Student-22. Oh you went to iPads already Student-16?

Student(s): Yeah...

Teacher: Please follow your strip, your schedule, okay? What?

Student(s): I didn't know ...

Teacher: Oh, yes please, thanks Student-11. Eyes on me ...

Student(s): Eyes on you.

Teacher: Boys and girls I am very sad that in Center B today, friends were not playing the game properly. [00:48:00] Instead of sorting the objects you guys were playing with the objects, and as a result one of our pieces are broken. I am going to tape it back together, but it's not going to hold it very well. You need to make sure to be really gentle with the games. Center B, and everybody else, Student-14. When you are in Center B, I know those objects are fun, but they are not for playing with. They are for learning, so please use them for learning. Just clean it up.

Okay, 1 ... quickly Student-11. Yeah, go ahead and get back on track. She didn't forget, it just wasn't necessary. Thank you guys for putting the words back where they belong and

not just throwing them anywhere. I love the way that the iPad center is standing and waiting quietly. Student-16, don't push it in so far, then Student-22 doesn't have a place, okay. Student-14, your strip.

Student(s): I got new shoes!

Teacher: Beautiful.

Student(s): I got them from [00:50:00] Target.

Teacher: Is that your favorite color? Okay, Student-5 is going to say some words in Student-5 talk, and I want you guys to tell me what word he's trying to say. He will do the example with you. (speaks phonetically) J-O-B.

Student(s): Job!

Teacher: Job, awesome. Next word, (speaks phonetically) J-U-G.

Student(s): Jug.

Teacher: Good, (speaks phonetically) Q-U-I-Z.

Student(s): Quiz.

Teacher: Q-U-I-Z

Student(s): Quiz.

(Interruption)

Teacher: You know what, since there are 5 of you, 3 of you are going to need to work together with one dice. There are 2 dice in there. Yep, so Student-22 [Student-2700:50:52] and you, and Student-28 is Student-28 and Student-13. Does that make sense? You need a group of 3 and a group of 2.

All right, next word, (speaks phonetically) J-E-T.

Student(s): Jet!

Teacher: Okay, Student-14 this word's for you, (speaks phonetically) J-A-M.

Student(s): Jam.

Teacher: For you, what's jam?

Student(s): A jam is like a music.

Teacher: Like a music? Oh sometimes people say, "that's my jam!"

Student(s): Like a jelly!

Teacher: Jam is also like jelly, you can put it on a peanut butter and jelly sandwich.

Student(s): Jam is like when you are playing rock and roll, that's a jam.

Teacher: Yeah, so there are all different meanings for the word jam. Student-29, your word is (speaks phonetically) Q-U-A-C-K.

Student(s): Quack. I just spelled it on the iPad.

Teacher: On the iPad, good learning!

Student(s): On Connected.

Teacher: What is quack?

Student(s): Quack is like a duck!

Teacher: Uh, it's Student-29's turn.

Student(s): A quack is like a duck, that quacks like this, quack quack.

Teacher: Quack is the sound that a duck makes. Good, [Student-30 00:51:56], (speaks phonetically) J-O-B.

Student(s): Job.

Teacher: [00:52:00] Student-14, (speaks phonetically) Q-U-I-T.

Student(s): Quit, I quit my job.

Teacher: Student-29, (speaks phonetically) J-I-M.

Student(s): Jim.

Teacher: And [Student-30 00:52:12]

Student(s): Oh, my mom used to go to the gym!

Teacher: (speaks phonetically) Q-U-I-C-K.

Student(s): Quick.

Teacher: Awesome. Okay, we are learning 2 new sounds, good connection Student-29. We are learning 2 new sounds today, our first new sound is J-J-J. Let's look at some words that begin with the J sound.

Student(s): Jacket, Jam

Teacher: Jam or Jar, this is a Jar. I don't know if it's jam inside, but jam does start with the J sound.

Student(s): Jewelry

Teacher: Jewelry, Student-3!

Student(s): Juice.

Teacher: Juice.

Student(s): Game

Teacher: Does game start with a J sound? What sound does game start with?

Student(s): Calendar.

Teacher: This is part of a calendar, it's a month of the year, it's the month of J-J-July. June does start with J also, very good.

Student(s): Juggle.

Teacher: J-J-Juggle.

Student(s): I can find July, right there!

Teacher: J-J-Jump, very good connection. J-J-Jump rope.

Student(s): Jet!

Teacher: J-J-Jet.

Student(s): It looks like an airplane.

Teacher: And back to jacket. Okay, lets look at some words that begin with our other new sound. What sound do these letters make? What sound do these letters make? (speaks phonetically) Q-Q, sit on your pockets Student-29. Let's look at words that begin with the Q sound.

Student(s): [inaudible 00:53:53]

Teacher: Good try! That does start with a Q sound. Excellent job Student-14.

Student(s): Bird [00:54:00].

Teacher: Bird starts with what sound?

Student(s): B-B.

Teacher: B-B, we want words that start with the Q sound.

Student(s): Parrot.

Teacher: Parrot starts with what sound?

Student(s): Parrot.

Teacher: P-P, this is a quail. Say Q-Q-Quail.

Student(s): What about qwas?

Teacher: Qwas, isn't a real word but it is a make believe word that sounds with the Q sound. Good job.

Student(s): I got a bird.

Teacher: A quail.

Student(s): He's my pet actually.

Teacher: Awesome, okay, what-

Student(s): Quarter!

Teacher: Q-Q-Quarter.

Student(s): Queen.

Teacher: Q-Q-Queen.

Student(s): Question mark.

Teacher: Q-Q-Question mark.

Student(s): Feather!

Teacher: I know, it would have to be Queather. Because feather starts with what sound Student-29?

Student(s): F-

(Interruption)

Teacher: That was already broken, don't worry. Student-18, Student-31, Student-21, Student-25, you guys are doing an excellent job writing sentences, but you need to use whisper voices. Student-21!

Student(s): A pen a pen!

Teacher: It's like a pen, it's what they used in the old days for writing. It's a quill. The feather that they used, they called it a quill, and they would dip it in the ink.

Student(s): They have a jar of ink. Can you stop shouting out please!

Teacher: You are doing a lot of shouting out Student-29.

Student(s): Sorry.

Teacher: That's okay. What is this, a quilt. Q-Q-Quilt. Student-29, focus what is this?

Student(s): Quilt.

Teacher: Quilt, okay. You guys are going to be writing letters on your board. Don't pull them in front of you yet Student-14. If I say a word, Student-29 eyes on me. If I say a word that begins with the J sound, I want you to write the letter J. If I said, [00:56:00] jump, I would go J-J- oh, that begins with the ...

Student(s): J!

Teacher: With a j, just write j, lowercase j. Now, if I say a word that begins with the Q sound.

Student(s): A curve down and then a slash across.

Teacher: That's the uppercase, this one's the lowercase, with the dot on top.

Student(s): Line down, then curve, dot at the top.

Teacher: Excellent, now if I say a word that begins with the Q sound, I'm going to write, like queen. I would say Q-Q- you guys are going to write the Q and the U. Because Q and U are often partners. Student-21, next time I call your name, you've lost a star, so please whisper. I don't want you guys to write the line, but I did that so you can see that we are going to write these letters together.

Student(s): It looked like it crossed.

Teacher: It did look like a T. Go ahead and pull your white boards in front of you. Solve the problem with [Student-100:57:10] please, thank you.

Ready, first word, juice. We are not ready yet. Student-30 go straight down, go straight. Watch Student-30, go straight down, then curve at the end, okay?

Student(s): Like that?

Teacher: Straight down, and then curve, super. The next word is, quit. What's the first sound in quit? Write the [00:58:00] 2 letters, the 2 letters that make the Q sound together. Student-14 next time write them close to each other. Leave a space between the J and the Q, but put the Q and the U close to each other. Oh yeah, that was the word. Super, okay, next word is job.

Student(s): J-J

Teacher: Don't underline it Student-29, just write it. Geese! See if you can do it again, the first group was able to do it, 3 times! The first group did it 3 times, see if you can do it again. You can try, but you need to make sure you're taking turns. If you try and do it all by yourself, then you're going to have to put your head down. You need to work together, okay?

Next word is, jeep. Just write the first sound, what's the first sound in jeep?

Student(s): J-J-J

Teacher: No, look at me Student-14, it's not Juh Juh Juh, it's (speaks phonetically) j-j-j. Write the first sound in the word quiz. You know what, you're actually going to go up to the office to get your new shirt. Okay. Student-14 what's the first sound in, Oh, good try. Let's try the q again. But you made a j, and the word was quiz. What's the first sound in quiz?

Student(s): Q, Q.

Teacher: [01:00:00] Q is the name of the letter, I asked what the sound, the sound is q. Beautiful, but make it with the U, always write them together. That's a g, so you just have to curve the line the other way. Nope, oh I see, your right and your left.

Student(s): [inaudible 01:00:26]

Teacher: Yeah. That's a very nice sentence, however you guys are able to write an even more detailed sentence than that. I want you to try to use the word said or want in your sentence tomorrow. That's still a pretty basic sentence, I know you guys can do something more difficult than that. See look, I want to see the tree, let's start ... Excellent writing Student-18, very impressive.

Erase your white boards, place them behind you. Oh, Student-14, when you make the q you should always make the u with it too. When you write the q it's going to be followed by a u when you're writing a word that starts with (speaks phonetically) q.

iPads, unlock your screens please. Student-21, you have a lot of work to do. Excellent, thank you. Hands on your own iPad, but Student-8 he was helping you. Student-14, can you pick up all the white boards? Student-30, can you collect the erasers and markers please? Thank you.

Wow, Center B earned a star, so did Center C, thank you to the centers who cleaned up quickly and quietly. Thank you, [01:02:00] wonderful, and Student-30, one more eraser over here, okay.

Boy's and girls, when I call your center, come to the carpet with your strip. Give me your strip and then have a seat on the carpet, and we will talk about how we did today, how we did following our class values. Thank you Center B. Thank you. Thank you. Thank you Center C. Thank you iPad center. Student-30, can you bring me all of your groups strips? We will talk about it in our debrief. Wow, Student-30, I love the way you went to the carpet quickly and quietly, same with you [Student-101:03:16] wonderful job. Center D, clean up as quickly as possible and then come to the carpet. Student-20, follow directions please.

Okay, let's talk about how we did today. If you have something to share about how you or a classmate was following our class values of working together, learning, and being safe, please share with us.

Student-6?

Student(s): [inaudible 01:03:58] didn't hit. [01:04:00]

Teacher: You didn't hit each other, that's wonderful. You guys were being safe, thank you. [Student-101:04:07]?

Student(s): We stayed on the same, on the Center B, and we was Student-31 won, and me and Student-31 won.

Teacher: Awesome, I love that. [Student-101:04:27] said that Student-31 won, and that she and Student-31 both won. So even though Student-31 won the game, they both won because they both had a good time, they both learned. Thank you, for not being what we call a sore loser. Not being grouchy, because you lost the game, a poor sport.

Yes Student-14?

Student(s): [inaudible 01:04:49] in Center D, I let her write.

Teacher: You let her write? That was so nice, you let her write first.

Student(s): [Student-3201:05:03] Me and [inaudible 01:05:08].

Teacher: Wonderful, so boys and girls, if there is somebody with out a partner. It's very nice to do what [Student-3201:05:21] and Student-29 did and ask that person to join your group. Because they can't play a game by themselves.

Student-16?

Thank you guys, have a seat. Fix your body so Student-18 has a spot.

Student(s): In center B, me and Student-14 and Student-22, and Student-19 and Student-26, was not hitting. We was being nice to each other.

Teacher: You guys were being nice to each other, that's wonderful.[01:06:00] Student-7?

Student(s): Me and [inaudible 01:06:01] was working together in Center D.

Teacher: How did you work together, what did you do?

Student(s): We write sentences.

Teacher: You wrote sentences together, wonderful. Okay, hands down. Let's talk for a minute about what we need to improve on. Please tell me something that you did, that you need to do better on next time we do centers. Maybe you weren't keeping the value of working together, or you weren't learning, or you weren't being safe. Tell me what you can do to improve to get better. Student-6?

Student(s): That, no banging together.

Teacher: What was something that you were doing that was not so good, that you can work on doing better next time?

Student(s): No pushing?

Teacher: Where you pushing?

Student(s): No

Teacher: Okay, so you don't need to talk about that, tell me something that ... I want people to be thinking about Student-14, Student-11, I want you to be thinking about something that you did that wasn't very nice or that wasn't helping you to learn, and tell us what you did that was not so good. And how you're going to fix it and do better next time. We learn from our mistakes, right? Student-22?

Student(s): Not walking fast to the carpet.

Teacher: Tell me something, kind of bad first. Kind of not so good choice that you made first, then how you can do better. So, that's wonderful. That's a really good thing that you weren't walking fast to the carpet. Student-20, focus. Student-16? Student-32, listen.

Student(s): At center D, I grabbed the box and pushed it to Student-14.

Teacher: Okay, so today at Center D, you grabbed the box when you got there?

Student(s): Yeah.

Teacher: Okay, so tomorrow you won't grab the box, wonderful. Thank you Student-16. [Student-101:07:47]?

Student(s): I was not, going on math games.

Teacher: That's a good thing. Wonderful, thank you for making that good choice. Does anybody else have something [01:08:00] that they are going to work on and do better tomorrow? Student-11?

Student(s): Don't argue.

Teacher: Where you arguing with Student-16 today? Yeah, so tomorrow you're not going to argue with him. That's a good idea, because is it more fun to play the game or to have your head down?

Student(s): Play the game.

Teacher: That helps you to learn too, so if you're just sitting there arguing, you are not playing the game and you're not having any fun. I'm going to excuse you by rows to line up for recess. Thank you, 3rd row, no Student-28 knows what she's doing, take care of yourself sir. Thank you, 2nd row, thank you 1st row, and thank you 4th row. Eyes forward.

Student(s): Eyes forward.

Teacher: Look at it Student-18.

Student(s): Eyes forward.

Teacher: Hands to yourself.

Student(s): Hands to ourselves.

Teacher: My mouth is zipped.

Student(s): My mouth is zipped.

Teacher: All right, thanks for standing so nicely line leader you may start walking out. I'm going to run to the bathroom Student-18, then I will talk to you. Have a seat on the carpet, sorry. Thank you.