

2: Kindergarten_ELA_J_Classroom

- Teacher Oh, Student-3's not going to be mean to them, awesome. What else do we need to make sure that we do today?
- Group: Learn.
- Teacher Learn. Can you raise your hand and tell me what you're going to do today to make sure that you are learning, Student-1?
- Student-1: To listen to the teacher.
- Teacher Student-1's going to listen to the teacher.
- Student-1: If friends need help, if friends need a partner, they don't have a partner, then I'm going to be their partner.
- Teacher That's a great idea. That's both working together and learning, because you'll be their partner, so you'll be working with them, and then you'll be their partner so that you guys can learn together. Penny, eyes up here. Last value, what else are we going to do?
- Group: Be safe.
- Teacher How are you going to be safe today, Student-2?
- Student-2: No running, no pushing.
- Teacher No running, no pushing, especially when we're moving to centers. That sounds like a great idea, thank you. Today in center A with me, we're going to be going over those new sounds that we heard yesterday. In center B, you're going to be playing the sorting game. Now, we have new containers and new objects in there, so I'm going to go over it real quick and let you know what the objects are. We have a ...?
- Group: Rock.
- Teacher A rock, a ...?
- Group: Vacuum.
- Teacher A vacuum, a ...?
- Group: Vase.
- Teacher A vase, a ...?

Group: Fence.

Teacher A fence; I think actually though, boys and girls, this is a gate. It is, it looks like part of a fence too, but this is the part that's the door, so it's the gate. Do you know what this is called?

Group: Kazoo.

Teacher Kazoo, very good. This is a kazoo. This is a [00:02:00] ...?

Group: Rabbit.

Teacher A rabbit.

Student A bunny rabbit.

Teacher Who's this guy? He's there when you play baseball. An umpire.

Student Umpire. What's that red stuff?

Teacher We have a ...?

Group: Radio.

Teacher A radio. Here we have ...?

Group: Goose

Teacher These are actually geese. No, it is a goose, it's just more than one, so we call it geese. Here we have a ...?

Group: Marimba.

Teacher A marimba. This is actually a lizard. A Lego.

Student I like Legos.

Teacher A lion.

Group: A lion, a key.

Teacher A key. What's that?

Group: Gas.

Teacher Gas, yes, this is what we use to put gas.

Group: A light bulb.

Teacher A light bulb.

Student A car.

Teacher This is a race car.

Group: A lock.

Teacher A lock.

Group: A game.

Teacher A game, and a ...?

Group: Fan.

Teacher Fan. In center B, you'll be sorting. In center C, you'll be playing our sound and sight word game, and in center D, you'll be making sentences. We have a few new words. I've think centers will be going on ...

Group: [inaudible 00:03:34]

Teacher Student-3, thanks for sitting so nicely. Can you put these into boxes? Thank you for sitting so nicely, Melanie and Cruz. Can you guys pass out these strips, please?
[00:04:00]

Group: [crosstalk 00:04:09] [00:06:00] [00:08:00]

Teacher Does that mean you're going to keep working there? No. [crosstalk 00:09:18] What does this mean? Oh, so does that mean you're fast or slow?

Student Fast.

Group: [crosstalk 00:09:35]

Student They're playing volleyball.

Teacher Oh, good guess. [crosstalk 00:09:44] They're playing volleyball in the gym. [crosstalk 00:09:54] Jim can be somebody's name. [00:10:00] [crosstalk 00:10:02] This is our new sound. Let's take a look at this. [crosstalk 00:10:25] Let's take a look. [crosstalk 00:10:31] You guys can solve your problem, or you can [inaudible 00:11:05]. You can solve the problem right now, or you can put your heads down. [crosstalk 00:11:15] A quail; it's a type of bird. [crosstalk 00:11:34] You remember from yesterday, this is a

quail. If I see a word that begins with the “J” sound, I want you to write a J. If I see a word that starts with the “Q” sound, I want you to write [00:12:00] Q and a ...?

Student U.

Teacher U, because for the most part, those 2 letters work together. Student-4, put your head down over there. Student-5, put your head down over here. You still couldn’t figure out how to work together, so you [crosstalk 00:12:28], thank you. Yeah, those are still from yesterday, so I’ll clear them out. [crosstalk 00:12:39] Ready? Juice. [crosstalk 00:13:12] Good job, I made sure that you partner with [00:14:00] [crosstalk 00:14:04]. Beautiful. [crosstalk 00:14:09]

The next word is job. [crosstalk 00:14:19] I just passed out a marker to everybody [crosstalk 00:15:17]. I love the way that center C [crosstalk 00:15:33].

Student Hello.

Group: [crosstalk 00:16:00] [00:16:00]

Teacher Turn your iPads off. Wow, making sentences, excellent, thank you. [crosstalk 00:16:32] Let me give center C the start that they ... [crosstalk 00:16:44]. Thank you for walking and not running, Phoebe.

Group: [crosstalk 00:17:04] [00:18:00] [00:20:00]

Teacher You follow with me, so let’s look at some words that give the “J” sound. Remember, all of these [crosstalk 00:21:09]. Very good, jungle. [crosstalk 00:21:39]. Boys and girls, [inaudible 00:21:52]. [00:22:00] If I say a word that begins with the “J” sound, if I were to say “jump,” [00:24:00] write the letter J. If I were to say a word that begins with the “Q” sound, like if I said “queen,” I want you to write ... Thank you. [crosstalk 00:24:19] The Q and the U are made to be partners. They’re usually together to make the “Q” sound. Yeah, they usually help each other, usually.

Your first word is [crosstalk 00:24:44]. Job ... [crosstalk 00:25:06] Go to the bathroom, see if you can rinse if off, and if not, then we’ll send you to the health office. [crosstalk 00:25:45] [00:26:00] Thank you center D for working so well together to clean up. One ... [00:28:00] [crosstalk 00:28:02]

Student-5is going to say some words, and when Student-5talks, I want you guys to [crosstalk 00:28:38]. [00:30:00] Lincoln, with your voice, please. Thank you. [crosstalk 00:30:35] What does that mean? [crosstalk 00:30:41] Awesome, what does that mean? Very good, what does ... [crosstalk 00:31:20] What does “quick” mean? [crosstalk 00:31:27].

Student When you run home fast.

Teacher Fast, you say you're very ... When you run like a flash, then you're very quick, awesome. [crosstalk 00:31:44] Slow would be the opposite of quick. Quick is fast. We're learning 2 new sounds today. [crosstalk 00:31:59] [00:32:00] Jar. Student-5 said that word, too. [crosstalk 00:32:32] What is jewelry?

Student That's what you wear on your neck.

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

Student On your finger.

Teacher On your finger. [crosstalk 00:33:10] This is the month of July. [crosstalk 00:33:36] Jungle. [crosstalk 00:33:47] [00:34:00] This is called a jet. [crosstalk 00:34:20]

Student One time, I went on a jet.

Teacher Oh, very cool. [crosstalk 00:34:33] Try to use the word [crosstalk 00:34:42]. This letter makes the "J" sound. [crosstalk 00:34:55] This letter makes the "Q" sound.

Student Like in quick. [crosstalk 00:35:08]

Teacher Water says "W." There is a "W" in the quick sound. What sound? [crosstalk 00:35:22]. That was the "Q" sound. [crosstalk 00:35:34] We want words that start with "Q." This is called a quail, a "q, q," quail. [crosstalk 00:35:53] [00:36:00]

Student Queen, I said it. [crosstalk 00:36:18]

Teacher This is called a quail.

Group: Quail. [crosstalk 00:36:38]

Teacher Exactly, and this is a quill. It's a type of writing [crosstalk 00:37:06]. Yes, the [crosstalk 00:37:15]. You and your partner show me. [crosstalk 00:37:29] You said you were going to listen to the teacher, right? Make sure you listen. If I see a word that begins with the "J" sound, so if I say "jump," you guys are going to say, "J, j, j." You would write a J. If I say a word that starts with "Q," [00:38:00] [crosstalk 00:38:13] then you guys are going to write the Q and the U, because Q and U usually go together. They're usually attached. [crosstalk 00:38:31] We'll keep that for your mom and dad, OK? All right, the first word is juice. [crosstalk 00:38:58] What letter makes the "J" sound?

Student J, J, juice. [crosstalk 00:39:24]

Teacher That's beautiful. Our next to word is [crosstalk 00:39:37]. What letters make the "Q" sound, there are 2 letters. [crosstalk 00:39:48] Q and U, beautiful, very good. [00:40:00] Next word is job. [crosstalk 00:40:11] Great, the next word is quiz. I want you to do this,

and then ... First, make a C. That's fine, and then go straight down. Go straight down, and then yeah, just the bottom part. When you make the Q, [crosstalk 00:40:57].

Great, next word, Jeep. [crosstalk 00:41:21] What's the first sound in Jeep? "J." What letter says "J"? Write the J. [crosstalk 00:41:38] Yes, you're getting better, that's wonderful. It's OK that they're not perfect. It's just practice. [crosstalk 00:41:51] You're sharing [crosstalk 00:41:58] [00:42:00]

Student I made 2 lines. [crosstalk 00:42:17]

Teacher Thank you, Student-6 and Student-7, for having your heads down and your voices off. [crosstalk 00:42:29] Lincoln, is that a nice [inaudible 00:42:44]? Try again. [crosstalk 00:43:01] Walking, thank you. [crosstalk 00:43:27] Your name's not here. [crosstalk 00:43:44] Student-5 said some words, ready? [crosstalk 00:43:52] [00:44:00] Girls, please be sure to use your whispers. [crosstalk 00:44:41] That kind of gym ... [crosstalk 00:45:21]. No, that kind of gym, so the kind of gym where you work out or you go and play basketball, that's actually spelled G-Y-M, so we're not talking about that kind of gym, because we're focusing on the letter J.

The Jim that I was saying, remember, we were talking about things that sound the same but are spelled differently, this is a ... It starts with an uppercase letter. [crosstalk 00:44:55]. Absolutely, Jim is somebody's name. [00:46:00] You're about to lose your center. Work well together, or else [crosstalk 00:46:20].

Like I said, we're focusing on your new sounds today. What sound do these letters make? Let's think of some words that begin with the "Q" sound. [crosstalk 00:46:46] This is a bird that's called the quail. [crosstalk 00:46:57] What is a quilt?

Student It's a blanket.

Teacher It's a blanket, but it's sewed in a special way. There are beautiful quilts.

Student My dad has one.

Teacher Oh, wow. [crosstalk 00:47:42]

Student Jewelry, juice.

Student January, [00:48:00] July.

Teacher January does start with a "J." This is July. [crosstalk 00:48:13] Jump, jump rope. When I say the word, if the word begins with the "J" sound, I want you to write a J. If it begins with the "Q" sound, the word, I want you to write a Q and a U. Why are we going to write a Q and a U? Don't interrupt. Yeah, the Q and the U are usually together. They're almost always together in a word. [Crosstalk 00:48:57] First word is juice. [crosstalk 00:49:22] We're not using [crosstalk 00:49:36] Student-4, I want you guys to make the straight part a little bit longer, so don't put it ... Don't erase it, just make it longer. Make

another, so down where you put that. [crosstalk 00:49:56] Your next word is [00:50:00] quit, the first sound in quit.

Student The Q and the U.

Teacher The Q and the U. We're not ready to write the word, just the first sounds. That's OK. The word is quit. Actually, why don't you try to write the whole word "quit." [crosstalk 00:50:39] After the Q, you need to make the Q and the U together. Let me see quit. [crosstalk 00:51:01] Excellent, next word, see if you can write the whole word, job. [crosstalk 00:51:12] Nice, these work nicely. The next word is quiz. The last one is actually quiz. [crosstalk 00:51:48] No, I and a quiz. [00:52:00] [crosstalk 00:52:03]

The next word is jump. See if you can write the word jump. I scratching in stone the word. That's an upper-case P, though. Make sure the P goes down below the line, jump. Student-4, [crosstalk 00:52:34] The last word is quack. It's a challenge word, quack. [crosstalk 00:52:49]

Student We are done. I get an iPad.

Teacher Oh, very good. [crosstalk 00:53:03] Why did you make a C and a K?

Student I just saw the iPad.

Teacher Great, keep working. [crosstalk 00:53:19]

Student I feel mad when you do that to me. [crosstalk 00:53:41] [00:54:00]

Teacher I'm very sad that in center B today, friends were not playing the game properly. Instead of sorting the objects, you guys were playing with the objects. As a result, one of our objects was broken. I'm 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 game.

Center B, and everybody else, Student-3, when you are in center B, I know those objects are fun, but they are not for playing with. They are for learning. One ... [crosstalk 00:55:24] Thank you for putting the words back where they belong. [crosstalk 00:55:48] The iPad center is standing really quietly. [00:56:00] [00:58:00]

We're learning 2 new sounds today. Our first sound is J. [crosstalk 00:59:15] Jam or jar, jewelry. Student-8 ... [crosstalk 00:59:38]

Student Jungle.

Teacher Jungle. [01:00:00] [crosstalk 01:00:06]

Student Quarter. [crosstalk 01:01:21]

Teacher You're doing an excellent job at center A, Student-6. [crosstalk 01:01:49] [01:02:00] If I say a word with the "J" sound, if I say a word that begins with the "J" sound, I want you to write the letter J. If I say "jump," if would go, "J, J," it begins with that letter. If I say a word that begins with the "Q" sound, [crosstalk 01:02:58] Excellent. Now, if I say a word that begins with the "Q" sound, I'm going to write it, like queen, you guys are going to write Q and U. Q and U [crosstalk 01:03:25]. Student-6, next time I call your name you've lost a star. [crosstalk 01:03:31] I don't want you guys to write that out, but I did that so that you guys could see that. [crosstalk 01:03:41] Ready? First word, juice. [01:04:00] Go straight down ... Straight down, and then curve.

Next word is quit. Write the Q right there. [crosstalk 01:04:53] See if you can do it again. The first group did it 3 times. The first group did it 3 times, so do it again. [crosstalk 01:05:29] The next word is [crosstalk 01:05:38] [01:06:00] I want to see the tree. We want to see the [crosstalk 01:07:33]. [01:08:00]

Wow, center B earned a star, so did center C. Thank you to the centers. [crosstalk 01:08:34] You know what? Boys 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'll talk about how you did today, how we did [crosstalk 01:08:52]. Thank you, center B. [crosstalk 01:09:01] Thank you, center C. [crosstalk 01:09:16] Wow, Tina, I love the way that you went to the carpet, good job [crosstalk 01:09:56]. [01:10:00] [crosstalk 01:10:10]

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, you share with us. You did it with each other, that's wonderful. You guys were doing the same, thank you. Student-9?

Student-9: Me and Student-2 was being ... We [inaudible 01:11:03].

Teacher Awesome, I love that. Student-9, you said that Student-2 won, and that she and Student-2 both won. Even though Student-2 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. Yes, Student-3?

Student-3: [inaudible 01:11:29]

Teacher You what?

Student-3: I let her write.

Teacher You let her write. That was so nice, you let her write first. Student-10?

Student-10: Me and Student-11 [inaudible 01:11:49].

Teacher Wonderful, so boy and girls, if there's somebody without a partner, that's really nice to do what Student-10 and Student-11 did and [01:12:00] ask that person to join your group, because they can't play a game by themselves. Student-1?

Student-1: In center B, me and Student-3 and Student-13 were being nice to each other.

Teacher You guys were being nice to each other, that's wonderful. Student-12?

Student-12: We were working together at center B.

Teacher How did you work together? What did you do?

Student-12: We wrote sentences.

Teacher You wrote sentences together, wonderful. Put your 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 you 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-16?

Student-16: [inaudible 01:13:18]

Teacher What was something that you were doing, that was not so good, that you could work on doing better next time? Were you pushing people? OK, so you know about that. Tell me something that, I want people to be thinking about, Student-3, Student-4. 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, since we learn from our mistakes, right? Student-13?

Student-13: I'm not walking fast to the carpet.

Teacher Tell me something kind of bad first, kind of a not-so-good choice that you made first, and then how you can do better. [01:14:00] That's wonderful, that's a really good thing that you weren't walking fast to the carpet. Student-1? Student-14, listen.

Student-1: At center B, I won't [inaudible 01:14:18] ...

Teacher Today at center B, you grabbed the box when you got there?

Student-1: Yeah.

Teacher Next ... Tomorrow, you won't grab the box? Wonderful, thank you. Student-15?

Student-15: [inaudible 01:14:31]

Teacher That's a good thing, wonderful, thank you for making that good choice. Does anybody else have something that they're going to work on and do better next time, tomorrow? Student-4? Were you arguing with Student-1 today? Yeah, so tomorrow, you're not going to argue again. That's a good idea, because is it more fun to play the game, or to have your head down?

Student Play the game.

Teacher Play the game, and that helps you to learn, too. If you're just sitting there arguing, you're 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. Third row. [crosstalk 01:15:11] Thank you, second row.