

Kindergarten Routine Classroom

- Teacher: Please check in. Do your job, so I can do my job to take role. If you do not check in, I do not know to tell the office what kind of lunch to get you.
- Video: Please stand for our flag.
- Teacher: Wow, Student [crosstalk 00:00:41]
- Video: Attention, Solute, Pledge.
- Class: I pledge allegiance to the flag of the United States of America and to the republic for which it stands. One nation, under God, indivisible, with liberty and justice for all. I will pursue excellence. I will work as a team with my classmates and teachers. I am a life long learner. Success begins with me.
- Teacher: Have a seat. Everybody turn and face the smart board.
- Video: Good morning, today is Tuesday February 9th, 2016. Welcome to this edition of [inaudible 00:01:39] news. The best station in [inaudible 00:01:43]. I'm Student reporting. Now for all the [inaudible 00:01:50]. Today's lunch will be soft shell tacos, shredded lettuce, sliced tomatoes, potato rounds, and peaches. [inaudible 00:02:19] whole grain cinnamon raisin bagels, orange wedges and apple juice.
- What's happening at [inaudible 00:02:55].
- Teacher: Stop if you love me. Safe driving campaign.
- Don't text and drive.
- Stop if you love me. Take the pledge.
- Video: Raise your right had and repeat after me. I pledge to wear me seat belt ...
- Class: I pledge to wear my seat belt ...
- Teacher: Okay, right hand. Red is right.
- Video: Tell my family and friends not to talk and text while driving.
- Teacher: Tell my family and friends not to talk and text while driving.
- Teacher: Good job.

Good morning Student.

Video: Now for our upper [inaudible 00:03:37]. Today, kindergarten, 1st grade, 3rd grade and 6th grade have PE today. I hope you bring your water bottles and shoes.

Teacher: Student, you need to get a note from the office because you're late.

Teacher 2: I got it.

Teacher: Oh, thank you.

Video: Today is student council election, so I hope you bring your lunch. Today, there is no Japanese class. Now go forth and learn much and that's the [inaudible 00:04:04] news. Me, to you.

Teacher: All right, our job this morning is to work quietly in your green book while I take role. I will turn on our mellow music. I will be coming around to check your green books this morning. It's getting more challenging. Each day gets a little bit harder. Raise your hand if you are on a new page and need some help.

Wow, [crosstalk 00:05:06] real life color to make a rainbow.

All right, it is time to start our day. Please transition to the rug for an ohana circle.

Wow, Student, I love your transition. Nice. Student's job is the morning leader, so he grabbed the ohana ball, he's ready to go. Way to be responsible, Student. Please make mindful choices when you're choosing where to sit and who to sit by. Student, I like how your legs are parked. Her body is parked in the parking spot. Her hand are parked in her lap. You can sit the Student, for now. If it's going to be a problem, though, I'll take it away. Actually, how about you move it and get your own chair?

Student: Yeah.

Teacher: Yeah. That one looks too big. Just ... we were using it this morning. I think your chair is over there, Student, by the puzzles and games. Quickly. 5, 4 ... Thank you, Student, for helping. Go move your clip up.

Okay, [inaudible 00:07:22] we need to say good morning to each of our friends. Who can raise their hand and tell me what's one thing we need remember ... Right there. You can just leave it right there and I'll move it later. Thank you.

What's one thing we need to remember when we're saying good morning to our friends? Who can raise their hand and tell me? Student, what do we need to remember?

Student: To be safe.

Teacher: Be safe? What do you mean safe?

Student: A safe circle.

Teacher: A safe circle? What does that mean?

Student: You said because they're going to film us.

Teacher: But our safe circle is safe even though they're not filming, right? So how ... can you tell me one way our circle is safe?

Student: Sit criss-cross.

Teacher: Sit criss-cross with your body. Student, sit in your chair.

When we're saying good morning, Student, what do we need to remember?

Student: Eye contact.

Teacher: Eye contact. What does that mean? Eye contact? Student, what does that mean, eye contact?

Student: To look at the person that has the ball.

Teacher: To look at somebody when they're talking to you. Nice. And what's that one important thing, Student?

Student: Smiling.

Teacher: Smile. Student, if you can't manage your impulsivity, you'll leave and go sit at your desk and not join or be a part of our circle. Please make the right choices.

All right, Student, go ahead and start. Look at your friend, say, "Good morning", show them your smile.

Student: Good morning, Student. Good morning, Student.

Student: Good morning, Student. Good morning, Student.

Student: Good morning, Student. Good morning, Student.

Student: Good morning, Student B. Good morning, Student.

learned yesterday?

Student: How do you stay safe in the storm?

Teacher: I like that, Student, but you didn't raise your hand. Raise your hand. Okay, yes, Student.

Student: How do you stay safe in bad weather?

Teacher: How do you stay safe in bad weather? Before we answer that question, let's answer my question: what do you already know about bad weather? Can anybody share some examples of bad weather? Maybe one time you were in a storm. Tell me some details. What type of storm? What was there? What did it sound like? What did it look like? Student, would you like to share or would you like to pass?

Student: I would like to share.

Teacher: Okay. What do you already know about bad weather, Student?

Student: Once, there was a snow storm in big island.

Teacher: There was a snow storm on big island. Thank you for sharing. Do you know that word for snow storm? Anybody remember? We read it in a book. A B-blizzard. A snow storm is called a blizzard. Storm, that's one of our vocabulary words.

Who can tell me an example of or what they already know about bad weather?
Eyes and ears on the speaker.

Student: How do you stay in bad weather ...

Teacher: But tell me some bad weather. Before we answer that question, tell me what you know about bad weather.

Student: Bad weather is lightning.

Teacher: Lightning, good example.

Student: If you get touched by it, you get electrocuted.

Student.

Teacher: Student, what do you know about bad weather?

Student: I was in going to tie in with the lightning and there's ... and you can get a a wool sock and I got a wool sock and you can ...

Teacher: A sock?

Student: Yeah, a sock. You can rub them together and it can make electricity.

Teacher: I love how you were listening to your friend Student and he said something that made you wonder. It made you think. Two more friends to answer this question, then we'll move on to the next question.

Student: Student.

Teacher: What're you thinking, Student?

Student: One time, at my house, there's a bad bad storm, because it was very windy storm.

Teacher: Windy storm.

Student: And my uncle hold on to my mom because if we go on the beach, way far away, then we can float. We had floating that had 2 seats and one in middle for a kid.

Teacher: When you were at the beach, your floaty was blowing away?

Student: No, at the windstorm. That's why we had to hold on to something strong.

Teacher: Oh. Can I ask you, what did the wind storm sound like?

Student: It sound like thunder, but it was a wind storm. There was thunder, though.

Teacher: Good example. Thank you for sharing, Student. One more friend to tell me an example or a type of weather that you already know about. Student H. is raising his hand quietly, so is Student and Student and Student.

Student: Student.

Student: Yes!

Teacher: Student, what do you know about bad weather?

Student: One time, my mom and dad [inaudible 00:16:50]

Teacher: Can you use a strong voice, so I can hear you?

Student: When my family went on a little trip and saw Disney Land and ... [crosstalk 00:17:07]

Teacher: Student is doing our secret sign. He's telling me that he also is the same as Student. He's been there.

Student: ... we saw the castle.

Teacher: Wait, so Student, when you went to Disney Land, what was the weather like?
We're talking about weather.

Student: It sounded like sunny.

Teacher: It was sunny weather?

Student: Yeah, it was perfect. [inaudible 00:17:45]

Teacher.

Teacher: Oh, thank you. Student said ... I was listening to my friend Student and he said that when he went to Disney Land, it was sunny. That made me wonder. We're talking about bad weather. Is sunny ... when it's sunny weather, is that bad weather?

Class: No.

Teacher: What does bad weather mean? Who can answer ... I think thought I was using wondering. I wonder if it's sunny, if that means bad weather. What do we mean by bad weather? Student.

Raise your hand to show if you want to share your thinking.

Student: [inaudible 00:18:34].

Teacher: Okay, so a storm and lightning and thunder is bad weather. Okay.

Anybody else? Can you help me out?

Student: Rain storms.

Teacher: Rain storms, good example. Student said it was sunny. I'm wondering if that's bad weather? 3, 2 ...

Student: Student.

Teacher: Student, what do you think?

Student: I think bad weather is kind of like raniy, because it storms and rains.

Teacher.

Teacher: I think I just thought of a counter example. I think sunny weather is bad weather

because I get a sunburn. When it's too sunny, I get a sunburn. Maybe sunny weather is bad weather. I don't know. I'm not sure. Anybody think they know?

Student.

Student: It is bad weather because the sunburn hurts a lot.

Teacher: Student is raising his hand quietly. Student H has been raising his hand quietly. 3, 2, 1.

Student: Student.

Student: One time I sunburn on a sunny day and it was all over here.

Teacher: Do you think that was good weather or bad weather?

Student: It was stinging a lot.

Teacher: So was the sunny weather good or bad?

Student: Bad, but kind of good because I went in the water.

Teacher: Oh, kind of good because you got to go in the water, but bad because you got a sunburn?

Student: Mh-hmm (affirmative)

Teacher: We have time for 3 more friends.

Student: Student.

Teacher: Student, what do you think?

Student: Are we talking about storms?

Teacher: We're trying to decide if sunny is bad weather. My friend said a blizzard is bad weather, a wind storm is bad weather, raining is bad weather, but I was wondering if sunny weather was bad weather?

Student, please remember our safe circle rules.

Student: Sunny weather ... one time I [inaudible 00:21:27] on the sand and the beach and I got sunburned.

Teacher: what kind of weather was it?

Student: It was ...

Teacher: That's a good example.

So, I have another question. How do you stay safe in this weather? If it's good or bad or ... If we're in the sun and we get a sunburn, how would we stay safe? If you're in a blizzard, how would you stay safe? If you're in a windstorm, how would you stay safe? Raise your hand if you can answer my question.

Class: [crosstalk 00:22:07]

Student: I think it's bad weather because it can get really hot.

Teacher: How would you stay safe in that really hot weather, Student?

Student: Because you get sunburned all over you.

Teacher: How would you stay safe and not get a sunburn?

Student: By putting sunblock on.

Teacher: Put on sun block. Okay, anybody else have any ideas?

Student: Student.

Student: I was listening to Mrs.

Teacher: Nice.

Student: I have a counter example. She said sunburn was a bad ... type of bad weather. I don't think it's a type of bad weather.

Teacher: What's your reason?

Student: 'Cause it ... I don't usually get sunburned when I go to the beach, but when I was little I got sunburned.

Teacher: Nice counter example, Student. Uh-oh, Student thinks sunny weather is good weather, but I'm unsure and I think it's bad weather. We have a different opinion. Is that okay?

Class: Yes.

Teacher: All right, 2 more friends. Remember to share the ball. I've heard a lot from my friends. I haven't heard from Student or Student or Student H. or Student Baker.

Student: Student H.

Teacher: Good choice, Student. Thank you for sharing the ball. Student, can you scoot back.

Student: All the way back?

Teacher: Just right there. Student, what are you thinking over there?

Student: If it rains too much, it could flood.

Teacher: Rain too much, it could flood. Is a flood good weather or bad weather?

Student: Bad weather.

Teacher: Student, remember eyes and ears on the speaker. Thank you for sharing an example of bad weather, Student. One last friend. Now's your chance if you haven't had time to share your thinking. Raise your hand.

Student: Student.

Teacher: Student, what are you thinking?

Student: It's a good idea to storm because you can ... it's a good idea to have a flood because you can go swimming, but the bad idea is [crosstalk 00:24:46]

Teacher: It's a good idea to have a flood?

Student: Mh-hmm (affirmative)

Teacher: Because you could swim?

Student: Yeah, but sometimes it's [crosstalk 00:24:54]. When it causes [inaudible 00:24:54] and it rains a lot. One time that happened to my house and Student told me this one time it rained a lot and hard ice cubes [inaudible 00:25:16].

Teacher: Would those hard ice cubes falling down ... Is that good weather or bad weather?

Student: Good weather.

Teacher: Do you know what it's called? When those hard ice cubes fall ...

Student: Wait, does Student know?

Student: It's called hail.

Teacher: Good, I like how you're being a contributor and ask your friend. All right, thank you.

I want everybody to show me on your thumbs "yes" this circle was a safe circle this morning. Not all my friends were being safe this morning. Everybody show me on your thumbs. What do you think about our circle this morning? Was it safe or was there maybe one of those rules we need to work on? Student, I can't see your thumb. Student, I can't see your thumb. No T-Rex thumbs. Thumbs high in the air. Wow, I see mostly thumbs up. Give yourself a pat on the back. Say, "I did a good job."

Class: I did a good job.

Teacher: Pat your friends. Say, "You did a good job."

Class: You did a good job.

Teacher: Pat your friend on the other side and say, "You did a good job."

Class: You did a good job.

Teacher: All right, please backwards count with me. Let's ... oh! I'm going to challenge you. Let's start from 13. Whisper. 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

All right, stand up. Let's do an elephant cheer to stretch our big ...

Class: What's an elephant cheer?

Teacher: Oh, what did I mean?

Class: Elephant stretch.

Teacher: Elephant stretch. Okay, get out your trunks. Let's see, I need a leader. Who's going to be my leader? My expert of the elephant cheer? I need one girl and one boy. Student, come on up and Student, come on up.

All right, tell your friends, "Ready, begin." Wait, they're not ready. Somebody's talking. Ready?

Student: [crosstalk 00:27:45] Ready, begin.

Student: [crosstalk 00:27:48] Ready, begin.

Class: An elephant goes like this and that. He goes so tall.

Teacher: Stretch, stretch, stretch, stretch.

Class: And he is oh, so fat.

Teacher: Stretch, stretch, stretch.

Class: He has no fingers and he has no toes, but goodness gracious, look at that nose.

Teacher: All right, have a seat. Park your body. Do want to say good morning Teacher 2?
Should we say good morning Teacher 2?

Class: Good morning, Teacher 2!

Teacher 2: Hi. Good morning.

Teacher: All right, it's time for our story this morning. Please sit ... Oh, look at Student, she's parked. Her body is parked. She's parked in her parking spot. She's going to the

Class: Mall.

Museum.

Teacher: Museum. She's not moving. She's sitting criss-cross. All right, our story this morning is on the smart board.