

Kindergarten Routine Main

- Teacher: Please check in. Do your jobs so I can do my job to take roll. If you do not check in I do not know to tell the office what kind of lunch to make you.
- Student: Please stand for our flag
- Teacher: Wow Student look at Student.
- Student: Attention. Solute pledge
- Everyone: 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. Belly button facing the smart board.
- Teacher: [00:04:00] All right your job this morning is to work quietly in your green book while I take roll ... I'll turn on our mellow music ... I'll 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're on a new page and you need some help. I saw your hand raised [Student 00:04:19]. Do you need some help?
- student : What do you do with this?
- Teacher: Well let's read the directions. "Add this box together. Write the sum." If you count the spots ... It's an addition sentence. We've been learning this in math. This one is 2 add 1
- student : Equals 3.
- Teacher: Good. 4 add 2.
- student : Equals 6.
- Teacher: Good, so this one is?
- student : [inaudible 00:04:41] add 0 [inaudible 00:04:44].
- Teacher: Good. Yes Student?
- student : Do you have to color these?
- Teacher: Let's read. First it says "Trace and write," so you trace the site word then you write the site word on your own. Then its says "Write the missing letter." You have to look at the picture then give the beginning sound. That's a crab. C-rab. What do you hear?

student : C?

Teacher: C, good. You write the C. This one, what's that?

student : A sun.

Teacher: A sun. S-un. What do you hear?

student : S.

Teacher: [Student 00:05:22] I see your hand raised. Do you have a question? Don't forget your name and date at the top.

student : I forgot it.

Teacher: What's today's date?

student : 2/9...

Teacher: /

student : 9

Teacher: 9/

student : 16

Teacher: How do you know that? Yeah you looked up there. Good job.

[Student 00:05:52] are you being self directed or are you playing with your crayons? Are you finished with this?

[00:06:00]

student : No [inaudible 00:06:01]

Teacher: Are you finished with this? Can you work on this right now instead of your green book? Because I need that finished. Are you finished with yours [Student 00:06:08]? Okay. Yes?

student : How come you have like a walky talky on your back?

Teacher: That's my microphone.

Yes Student.

student : [inaudible 00:06:17]

Teacher: Let's read the sentence. "The bear is..."

student : "...cool"

Teacher: Cool. How do you spell that? C-ool.

student : O.

Teacher: Ool. What do you hear at the end?

student : L.

Teacher: L, nice. You can color over there.

student : I don't know how to spell dear.

Teacher: Let's stretch it. We need to listen to the ending sound. D-ear. What do you hear at the end?

student : R.

Teacher: R.

Wow I love how [Student 00:06:58] is using real life colors in his green book. All right, it is time to start our day. Please transition to the rug for an [ohana 00:07:14] circle. Wow [Student 00:07:25] I love your transition.

What?

Teacher 2: Did you grab [inaudible 00:07:28]

Teacher: No it's still in my box. I didn't check it in this morning.

Teacher 2: Okay I'll sign [inaudible 00:07:31].

Teacher: Nice. [Student's 00:07:40] job is the morning leader, so he grabbed the [ohana 00:07:43] ball, he's ready to go. Way to be responsible [Student 00:07:47]. Please make mindful choices when you're choosing where to sit and who to sit by. [Student 00:07:56] I like [00:08:00] how your legs are parked. Her body is parked in the parking spot. Her hands are parked in her lap. You can sit there [Student 00:08:06] 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.

Yeah, that one looks too big. We were using it this morning. I think your chair is over there [Student 00:08:23] by the puzzles and games. Quickly. 5, 4 ... Thank you Student for helping. Go move your clip up. All right [Student 00:08:34], 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 to 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 00:08:54] 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 : [inaudible 00:09:04]

Teacher: Our safe circle is safe even though they're not filming right? Can you tell me when one way our circle is safe?

student : Sit crisscross.

Teacher: Sit crisscross with your body. Student, sit in your chair. When we're saying good morning [Student 00:09:25] what do we need to remember?

student : [inaudible 00:09:27]

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. What's that one important thing Student?

student : Smile.

Teacher: Smile. [Student 00:09:44] if you can't manage your impulsivity you'll leave, and go sit at your desk and not be apart of our circle. Please make the right choices. All right [Student 00:09:46], go ahead and start. Look at your friend. Say good morning . Show them your smile

[00:10:00]

student : Good morning [inaudible 00:10:00]. Good morning Student.

student : Good morning [Student 00:10:04]. Good morning Student.

student : Good morning Student. Good morning [Student 00:10:10].

student : Good morning Student B. Good morning Student.

student : Good morning [Student 00:10:15]. Good morning Student.

student : Good morning Student. Good morning [Student 00:10:20].

student : Good morning Student. Good morning [Student 00:10:24].

student : Good morning [Student 00:10:26]. Good morning [Student 00:10:27].

student : Good morning [Student 00:10:30]. Good morning [Student 00:10:32].

Teacher: I like your strong voice [Student 00:10:29].

student : Good morning [Student 00:10:34]. Good morning Student.

student : Good morning [Student 00:10:38]. Good morning Student.

student : Good morning Student. Good morning [Student 00:10:44].

Teacher: Nice eye contact Student.

student : Good morning Student. Good morning Student.

student : Good morning [Student 00:10:50]. Good morning [inaudible 00:10:51].

student : Good morning [Student 00:10:53]. Good morning Student.

student : Good morning [inaudible 00:10:55]. Good morning [Student 00:10:56].

student : Good morning Student. Good morning Student.

student : Good morning [Student 00:11:00]. Good morning [Student 00:11:01].

student : Good morning Student. Good morning [Student 00:11:03]

student : Good morning [Student 00:11:05]. Good morning Teacher.

Teacher: Good morning [Student 00:11:08]. Good morning [Student 00:11:09].

student : Good morning Teacher. Good morning [inaudible 00:11:12]

student : Good morning [Student 00:11:13]. Good morning Student.

student : Good morning [inaudible 00:11:16]. Good morning [Student 00:11:18].

Teacher: Who can raise their hand and tell me what is our special question? We learned it just yesterday but can someone apply past knowledge and remember what we learned yesterday?

student : How do you stay safe in a storm?

Teacher: I like that [inaudible 00:11:35] but I like for you to raise your hand. Raise your hand. Okay yes [Student 00:11:40].

student : How do you stay safe in bad weather?

Teacher: [00:12:00] How do you stay safe in bad whether? 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? Who was there? What did it sound like? What did it look like? [Student 00:12:15] 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 00:12:22]?

student : Once there was a snow storm on big island.

Teacher: There was a snow storm on big island. Thank you for sharing. Do you know that word for snowstorm? Does anybody remember? We read it in a book. A b- ... blizzard. Snowstorm is called a blizzard.

student : A storm is called a storm.

Teacher: Yeah. Storm, that's one of our vocabulary words. Who else can tell me an example or what they already know about bad weather? Eyes and ears on the speaker.

student : How do you stay in bad weather?

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

student : Bad weather is lightening.

Teacher: Lightening. Good example.

student : If you get touched by it you'll get electrocuted ... [Student 00:13:35].

Teacher: [Student 00:13:38] what do you know about bad weather?

student : I was [inaudible 00:13:42] with the lightening. You can get [inaudible 00:13:48] sock [inaudible 00:13:48].

Teacher: A sock.

[00:14:00]

student : Yeah a sock. You can scrub it together and you can make electricity.

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

student : [Student 00:14:22].

Teacher: What are you thinking [Student 00:14:27]?

student : One time at my house there was a bad storm because it was a very windy storm.

Teacher: A windstorm.

student : My uncle held on to my mom because then if we go on a beach way far away then we can float. We had a [floaty 00:14:54] that had two seats and one in the middle for [Student 00:14:58] [inaudible 00:14:59]

Teacher: When you were at the beach your [floaty 00:15:03] was blowing away?

student : No. At the windstorm that's why we had to hook on to something strong.

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

student : It sound like thunder but it was a windstorm. There was thunder though.

Teacher: Good example. Thank you for sharing [Student 00:15:28]. One more friend to tell me an example or a type of weather that you already know about. Type of bad weather. [Student H 00:15:38] is raising his hand quietly, so is [Student 00:15:40] and Student, Student. 3, 2 ...

student : Student.

Teacher: Student what do you know about bad weather?

[00:16:00]

student : One time my mom and dad [inaudible 00:16:04].

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

student : When my family went to like a little [inaudible 00:16:18]. It's called Disneyland.

Teacher: [Student's 00:16:23] doing our secret sign. He's telling me he ... Also is the same as Student has been there. Student when you went to Disneyland, what was the weather like? We're talking about weather.

student : It's kind of like sunny.

Teacher: It was sunny weather?

student : Yeah [inaudible 00:16:41] ... Teacher.

Teacher: Thank you. I was listening to my friend Student and he said that when he went to Disneyland it was sunny. That made me wonder. We're talking about bad weather. When it's sunny is that bad weather?

Students: No.

Teacher: What does bad weather mean? I think I just thought of a [inaudible 00:17:30]. I wonder if it's sunny if that means bad weather, or what do we mean by bad weather? [Student 00:17:39]. Raise your hand to show if you want to share your thinking.

student : [inaudible 00:17:44] like storms and lightening [inaudible 00:17:51]

[00:18:00]

Teacher: A storm and lightening and thunder is bad weather? Okay. Anybody else? Can you help me out?

student : Raise storms.

Teacher: Rain storms, good example. I was wondering. Student said it was sunny. I'm wondering if that was bad weather. 3, 2, 1.

student : [Student 00:18:17].

Teacher: [Student 00:18:20] what do you think?

student : I think bad weather is kind of like rain because it storms a lot ... Teacher.

Teacher: I think I just thought of a counter example.

student : What?

Teacher: 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 00:18:59].

student : It is bad weather because a sunburn hurts a lot.

Teacher: Yeah.

student : I've never had a sunburn

student : It hurts a lot.

Teacher: [Student 00:19:18] is raising his hand quietly. [Student H 00:19:22] has been raising his hand quietly. 3, 2, 1.

student : [Student 00:19:36]

student : One time I had a 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: Was the sunny weather good or bad?

student : Bad. Kind of good because I went in the water.

[00:20:00]

Teacher: Kind of good because you got to go in the water but bad because you got a sunburn? Okay we have time for three more friends.

student : [Student 00:20:08].

Teacher: [Student 00:20:09] what do you think?

student : Are we talking about storm [inaudible 00:20:12]

Teacher: We're trying to decide if sunny is bad weather. Because my friend said a blizzard is bad weather, a windstorm is bad weather, raining is bad weather, but I was wondering if sunny weather was bad weather. [Student 00:20:32], Please remember our safe circle rules.

student : One time I [inaudible 00:20:43] and I got sunburned.

Teacher: What kind of weather was it?

student : It was [inaudible 00:20:52]

Teacher: That's a good example. 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 a windstorm how would you stay safe? Raise your hand if you can answer my question.

student : [inaudible 00:21:23] is a bad weather because it could get really hot.

Teacher: How would you stay safe in that really hot weather [Student 00:21:38]?

student : Because if you get sunburned all over you.

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

student : By putting sunblock on.

Teacher: You can put on sunblock. Anybody else have any ideas?

student : Student.

student : I was listening to Teacher ...

[00:22:00]

Teacher: Can you scoot back please?

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

Teacher: What's your reason?

student : Because I don't usually get sunburned when I go to the beach, but when I was younger I got sunburned.

Teacher: Nice counter example Student. Student thinks sunny weather is good weather, but I'm unsure and I think it's bad weather. We have a different...

Students: Opinion.

Teacher: Opinion. Is that okay?

Students: Yeah.

Teacher: Yeah. All right two more friends. Remember to share the ball. I've heard a lot from my friends. I haven't heard from [Student 00:22:49] or [Student 00:22:51] or [Student H 00:22:53] or Student.

student : [Student H 00:22:56]

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.

Speaker 1: If it rained too much it could flood. Is a flood good weather or bad weather?

Students: Bad.

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

student : [Student 00:23:35]

Teacher: [Student 00:23:38] what are you thinking?

student : It's a good [crosstalk 00:23:42]

Teacher: [Student 00:23:43]

student : Storm because you can ... it's a good idea to a have a flood because you can go swimming, but the bad idea is ...
[00:24:00]

Teacher: It's a good idea to have a flood? Because you can swim?

student : Yeah, but some times [crosstalk 00:24:11]

Teacher: [Student 00:24:11]

student : [inaudible 00:24:14] and it rains a lot ... One time that happened to my house and [inaudible 00:24:23] told me this one time if it rains a lot then hard ice cubes might fall down.JK

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 ...

student : [inaudible 00:24:41]

student : It's called hail.

student : Yeah.

Teacher: Good I like how you're being a contributor and asked your friend. All right, thank you. I want everybody to show me on your thumbs. Yes, this circle is a safe circle this morning. Not all of 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 00:25:18] I can't see your thumb. [Student 00:25:20] I can't see your thumb. No T Rex thumbs. Thumbs high in the air. Wow, I see mostly thumbs up.

student : I see one thumb down.

Teacher: Nice. Give yourself a pat on the back. Say I did a good job.

Students: I did a good job.

Teacher: Pat your friend. Say you did a good job.

Students: You did a good job,

Teacher: Pat the friend on the other side and say you did a good job.

Students: You did a good job

Teacher: Please backwards count with me. I'm going to challenge you. Let's start from ...

student : 8?

[00:26:00]

Teacher: 13. Whisper.

Everyone: 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

Teacher: All right stand up. Let's do an elephant cheer.

student : Yeah.

Teacher: To stretch our big ...

Students: Elephant cheer

Teacher: What did I mean?

Students: Elephant stretch.

Teacher: Elephant stretch. Get out your trunks. Let's see, I need a leader. Who can be my leader? My expert of the elephant cheer. I need one girl and one boy. [Student 00:26:47] come on up and [Student 00:26:49] come on up. All right, tell your friends. Ready? Begin.

student : [inaudible 00:26:54]

Teacher: Wait they're not ready. Somebody's talking. Ready?

Everyone: An elephant goes like this and that. He is oh so tall

Teacher: Stretch.

Everyone: He is oh so fat.

Teacher: Stretch

Everyone: 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.

student : We forgot to say good morning to Teacher 2.

Teacher: We forgot to say good morning to Teacher 2. Should we say good morning Teacher 2?

Everyone: Good morning Teacher 2.

Teacher 2: [inaudible 00:27:43]

Teacher: All right it's time for our story this morning. Please sit criss ... Look at [Student 00:27:48]. She's parked. Her body is parked. She's parked in her parking spot. She's going to the ...

student : Mall.

student : Museum.

[00:28:00]

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