

Kindergarten ELA Reading
Classroom

[00:02:00]

Teacher: -[Music playing 00:00:09] Student, what color [inaudible 00:01:18]? [crosstalk 00:01:26] [inaudible 00:02:17] self-directed. She finished her one page in her green book and she is reading her library book. [crosstalk 00:02:26] Remember, if you borrow a book from my books up front, please make sure you put them back. [crosstalk 00:02:55] One thing before we come to our [circle 00:03:03] ... [inaudible 00:03:07]. Did anybody do, "i-Ready", at home? [crosstalk 00:03:14] Remember I sent you your user name and password? Raise your hand if you did "i-Ready" at home. Student, did you do math or reading?

Student: Both.

Teacher: Both? [Student 00:03:24], did you do math or reading?

Student: Math.

Teacher: Math. [inaudible 00:03:28], did you do math or reading?

Student: I did math.

Teacher: Math? [Student 00:03:31], did you do math or reading?

Student: Both.

Teacher: Both?

Student: I did both only yesterday.

Teacher: Now show me on your thumbs, what is your opinion of i-Ready? Thumbs up, I like it, I think it's fun. Sideways thumb, I'm not sure. Oh I see thumbs. I see sideways thumbs. I think i-Ready is pretty fun. [crosstalk 00:04:02] pick your study buddies?

[00:04:00]

Student: No.

Teacher: Not yet?

Student: I changed my background.

Teacher: Student changed his background. I'm going to be asking more about i-Ready because it's new and exciting. All right, please put your things away and transition to the rug. [crosstalk 00:04:17] I'm going to check it out. I might have to ask Teacher 2 to help. [crosstalk 00:04:23] Quick and quiet please.

Student: I was doing [crosstalk 00:04:30]

Teacher: [crosstalk 00:04:33] When she searched it did she find it?

Student: Yeah. [crosstalk 00:04:34]

Teacher: You got on? You logged on with your user name and password? [crosstalk 00:04:41] Student, let's go. Quickly and quietly. [crosstalk 00:04:49] Wow! Student Yoder, go move your clip up. I like the way you sat down, criss-cross, parked his body in a spot in the circle. Student, go move your clip up. I like the way Student parked his hands in a parking spot. [crosstalk 00:05:09] Who's my morning leader? They forgot to grab the [crosstalk 00:05:14]. Remember, that's your job.

Student: Student's moving.

Teacher: Student ...

Student: Student's moving her chair.

Teacher: Student, your chair belongs behind the circle. If you cannot manage your impulsivity, you will have to take five scoots back and watch our circle and not participate. All right, Student, your turn to say good morning. You choose which way the ball is going to go. Don't forget your ...

Group: Eye contact.

Teacher: Eye contact and ...

Group: Smile.

Teacher: Smile. All right, go ahead Student.

Student: Good morning [inaudible 00:05:53].

[00:06:00]

Student: Good morning [inaudible 00:05:56]. Good morning Student. [inaudible 00:06:01]

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. Good morning [Student 00:06:20].

Student: Good morning [Gabe 00:06:23]. Good morning Student.

Student: Good morning Student. Good morning Student.

Student: Good morning [inaudible 00:06:28]. Good morning Student.

Student: Good morning Student. Good morning Miss [inaudible 00:06:33].

Teacher: Good morning [Student 00:06:34]. Good morning [Student 00:06:36].

Student: Good morning Miss [inaudible 00:06:37]. Good morning [inaudible 00:06:40].

Student: Good morning Student. Good morning [inaudible 00:06:43].

Student: Good morning Student. Good morning Student.

Student: Good morning Student. Good morning Student.

Student: Good morning [inaudible 00:06:55]. Good morning Student.

Student: Good morning [Student 00:06:58]. [inaudible 00:07:04]

Student: Good morning [inaudible 00:07:11]. Good morning [inaudible 00:07:13].

Student: Good morning Student. Good morning Student.

Student: We're all the way back to me.

Teacher: Who remembers our special question this week? [crosstalk 00:07:23] Student, just hold onto it. Student, will you pass it to [Student 00:07:31]? [crosstalk 00:07:34] [Student 00:07:35], what's our special question? [inaudible 00:07:40] About little things. What else do we remember about our special question? Are we talking about little pencils?

Student: No.

Teacher: Little erasers?

Student: Little animals.

[00:08:00]

Teacher: Little animals. Student. [crosstalk 00:07:59] What about those little animals? [crosstalk 00:08:07]

Student: About the animal, the dog. We're talking about dogs. No, [inaudible 00:08:16]. No, baby ducks.

Teacher: Baby ducks. Do you remember the names of baby ducks?

Student: Ducklings.

Student: Ducklings.

Teacher: Ducklings.

Student: They have wet feet. Webbed feet.

Teacher: All right. This morning, I'd like you to share, raise your hand ... What do you already know about a baby animal? Maybe you know the special name for a baby animal. Maybe you can tell me an example, "One time, I saw a baby animal." Who can raise their hand and tell me about these baby animals?

Student: Student.

Student: One time I saw a [crosstalk 00:08:56]

Teacher: Who's talking when it's not their turn with the ball? Student, please be mindful of your friend. One time you saw a ...

Student: Rooster and it's chicks and it was walking at Down To Earth [inaudible 00:09:17]

Teacher: Oh, you saw them at Down To Earth? Good example. Student? [inaudible 00:09:23] Thank you for sharing. Anybody else? What do you already know about baby animals? Maybe you can share an example.

Student: Student.

Student: I know because I have a baby puppy. I named it Flash because he's very fast.

Teacher: What do you know about baby puppies?

[00:10:00]

Student: That they can be rascal kind of and they can be played with. It's a baby . It's black.

Teacher: Is the word for a baby dog a puppy?

Student: Mm-hmm (affirmative).

Teacher: That's a new word for [crosstalk 00:10:10]

Student: ... picture of it, but her [inaudible 00:10:14].

Teacher: Maybe you could bring a picture to show us. Anybody else? What do you already know about baby animals? [inaudible 00:10:22] She wants to say pass. That's a hard choice. So

many friends are sitting safe with their body and have a quiet hand.

Student: Student.

Teacher: Student, what do you think? [inaudible 00:10:45] [crosstalk 00:10:48]. You saw a baby cat? Remember the word for baby cat?

Student: Kitten.

Teacher: Kitten. Good Student. Thank you for sharing. We have time for three more friends. Student, hands out of your mouth please. Go wash your hands. [inaudible 00:11:15] stop. Student is raising her hand, so is Student and Student. We've heard from a lot of boys this morning. I'm not sure we heard from any girls. Student, what do you know?

Student: I have a puppy. He's only ten months [crosstalk 00:11:50] I have a [inaudible 00:11:53].
[00:12:00] In human years she's over a hundred years old.

Teacher: So you have an adult dog and a puppy? Are they the same?

Student: Yeah. [inaudible 00:12:08] a baby.

Teacher: Or are they different?

Student: No, they're both the same because that's his little [inaudible 00:12:14].

Teacher: Thank you for sharing Student. All right, two more friends.

Student: The puppy follows [inaudible 00:12:20] around everywhere he goes.

Teacher: I wonder why he does that? Let's see ... [inaudible 00:12:30] turn this morning.

Student: Student.

Teacher: Thank you [inaudible 00:12:36], that was a good choice.

Student: I was listening to my friend [inaudible 00:12:41] and I have a puppy. I was listening to my friend [inaudible 00:12:47] and Student and I have a puppy that jumps around on me.

Teacher: Anybody else have a puppy or a dog? [inaudible 00:12:58] what's your puppies name?

Student: Student.

Teacher: Student. Thank you for sharing. I like how you said, "I was listening to my friends." That told me she was listening. [Student 00:13:12], after you pass that [inaudible 00:13:13].

Student: Student.

Teacher: Student, what do you know about baby animals?

Student: One time my two dogs [inaudible 00:13:25], they [inaudible 00:13:30]

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

Student: Yes.

Teacher: One time my dog ...

Student: One time my dogs were sick so they laid in my bed with [inaudible 00:13:51]

Teacher: Oh, they got to sleep in your bed?

Student: Yeah, [inaudible 00:13:54]

Teacher: Was it when they were a baby dog or a big dog?

Student: Baby.

[00:14:00]

Teacher: When they were a baby they got to sleep in your bed? Yeah. Thank you for sharing your example Student. All right, if you did not get a turn this morning don't worry, we will have another ohana circle tomorrow morning. Student? This morning, we have our story on the smart board and then we're going to do our daily [set 00:14:20]. Student?

Student: But Miss [crosstalk 00:14:22] is not here.

Teacher: Teacher 3 [00:14:22] will be here very soon. Today, I'd like you to be responsible and self-directed. Those are the two things we're going to work on during our daily set. Student? I put out some new tools. I put out the sight words again and the Play-Doh. Who can raise their hand and tell me what is a rule or something we need to keep in mind when we're using the Play-Doh? Student?

Student: Don't mix it up.

Teacher: Good. Don't mix up the colors. Keep all the colors in their own bag.

Student: Another one ... Don't put [inaudible 00:15:11], just play with it?

Teacher: Should we be making pancakes and teddy bears or should we be making [crosstalk 00:15:18]?

Student: Sight words.

Teacher: Sight words. Thank you Student. Kiss your brain. [inaudible 00:15:23] Don't mix up the colors. We're making sight words not toys. One more. What else? [inaudible 00:15:36] What else should we remember?

Student: Don't put it in your mouth.

Teacher: [inaudible 00:15:41], don't put the Play-Doh in your mouth. There's one more thing that I'm thinking we need to keep in mind for Mr. Elliott when he's vacuuming. Should we leave all the Play-Doh crumbs on the floor?

Group: No.

[00:16:00]

Teacher: No. Make sure you're checking the floor and you're mindful of Mr. Elliott who has to vacuum our classroom and please pick up all the Play-Doh crumbs. All right. [crosstalk 00:16:07]

Student: Don't make it [inaudible 00:16:08]

Teacher: Of course not. The Play-Doh is to make sight words. All right. Let's start from six, count with me. Six, five, four, three, two, one, zero. [crosstalk 00:16:33]

Teacher: Where are you going Student? Student? Student [crosstalk 00:16:36]

Teacher: On your [inaudible 00:16:35]. Sorry. Did I not say that?

Teacher: Yes you did.

Teacher: Let's talk about first, our vocabulary words. Anybody already been working on them at home? [crosstalk 00:16:51]

Student: Yes.

Teacher: They're on your daily report. Our first word is ... Exercise. I'll say it then you say it. Exercise.

Group: Exercise.

Teacher: Anybody have, apply past knowledge? You already know what the word exercise means, Student Baker ...

Student: When you exercise you can do push ups, jumping jacks or running.

Teacher: They're good examples of exercise. What is exercise? What does it mean to exercise? [inaudible 00:17:27]? That's a good example. When you exercise you use an action to

improve your body. We have PE to exercise and [inaudible 00:17:43] said we could do pull ups and Student Baker you said push ups. What was the other one?

Student: Running and jumping jacks.

Teacher: Jumping jacks. You guys do all of those in PE right?

Group: Yeah.

Student: Not pull ups.

Teacher: Here's our next word.

Student: Push ups.

[00:18:00]

Teacher: I'll say it then you say it. Appearance.

Group: Appearance.

Teacher: That's a long, tricky one. Appearance means the way something looks is its appearance. Just the way the lion looks, I could tell from its appearance that the lion was hungry. Your appearance is the way you look. I should make this bigger.

Student: Yeah.

Teacher: Yeah. There we go. Our next word ... I'll say it then you say it. Wander.

Group: Wander.

Teacher: Oh, there's a movie for this one.

Student: A video.

Teacher: Should we watch it?

Group: Yeah.

Student: Not a movie.

Teacher: A video, you're right.

Student: A movie would be too long.

Video: When you wander you move around with no specific place to go. [crosstalk 00:19:09]

Teacher: When you wander, you don't know where you're going. You just wander around. Sometimes I see some of you wandering around the classroom during daily six not sure what your job is. If I'm walking straight to the learning lab, is that wandering?

Group: No.

Teacher: No. Wandering is, you don't really know where you're going. I'll say it and then you say it. Wander.

Group: Wander.

Teacher: Our next word. Remember we're going to be looking for these words in our story this morning. Plenty. I'll say it then you say it. Plenty. How about you whisper it into your hands. Everybody whisper it. [crosstalk 00:19:58] Release.
[00:20:00]

Group: Plenty.

Teacher: Good. Plenty means, when there is plenty of something there is a large amount, there is a lot. Here the picture says there are plenty of basketballs. I think at our Valentine's party we had plenty of sugary treats.

Student: Yeah.

Teacher: Didn't we have a lot?

Student: Yeah.

Teacher: Yeah. Plenty means we had a lot.

Student: Yeah. The yogurt bar had everything.

Teacher: I think I use this word a lot. I'll say it then you say it. Behavior.

Group: Behavior.

Teacher: Can anybody [inaudible 00:20:43] pass knowledge? Do you already know what the word behavior means? [Student 00:20:49], what do you think?

Student: It means you have to stay with somebody when they tell you stay with them.

Teacher: That's an example of good behavior. What's behavior Student?

Student: It's when you don't be mischievous.

Teacher: Mischievous ... Oh, that's a good word.

Student: Don't wander around or anything.

Teacher: If I said, "Student listens and raises his hands, he sits criss-cross applesauce. He had good behavior. His clip was on purple. He had good behavior today at school." That means behavior is the way a person or an animal acts. That means Student was acting good at school today. We call our clip chart our behavior chart. It keeps track of the way my friends act. If my friends are being mindful and act in a good way, their clip goes up. [00:22:00] If my friends behavior is not so good and they're choosing to behave in a way that's not positive or good, their clip will go ...

Group: Down.

Teacher: This dog, his behavior, the way he acts, is he barks. We all try to have good behavior in kindergarten. Right?

Student: Yeah.

Teacher: We try our best. Here are our sight words of the week, we have two. F-O-R spells ...

Group: For.

Teacher: For, and H-A-V-E spells?

Group: Have.

Teacher: Have.

Student: Where's the picture?

Teacher: I'm not sure. That's a good question. We're working on visualizing but we're also working on ...

Student: Re-read.

Teacher: Re-read. What does that mean, re-read? [Student 00:22:49]?

Student: Read the whole story again or just read the one page again.

Teacher: Read a whole story again or read one page again. Why would I need to re-read? Why would I need to re-read one page or the whole story? [Kaid 00:23:04], why should I re-read?

Student: Because you [inaudible 00:23:09] not true.

Teacher: Maybe I think that's it's not true. Student, why else would I re-read?

Student: Because if you don't know what it is then you've got to re-read.

Teacher: Kiss your brain. You don't know what it is. If you're confused, you should re-read. All right, here's our story for today. [inaudible 00:23:36] Oh, take a look at those pictures. I want you to turn and tell your partner ... Not till I say go ... This story is fiction or non-fiction because ... And tell them the reason why you think that. G-O, go. [crosstalk 00:24:00] Fiction or non-fiction?

Student: Non-fiction. [crosstalk 00:24:04]

Teacher: You think it's non-fiction. Non-fiction means real [crosstalk 00:24:21] You're unsure. [crosstalk 00:24:30] Wow! [Student 00:24:37], go move your clip up. I love how when she heard my claps she clapped and turned her body back forward, her belly button facing me. [Student 00:24:47], what do you think, fiction or non-fiction?

Student: Non-fiction.

Teacher: Non-fiction? That means not real. That means ... No.

Student: Yeah. Non-fiction means [crosstalk 00:24:57]

Teacher: Sorry, non-fiction means not fake. Right? Do you think that's real?

Student: Yeah because ...

Teacher: Why? What's your reason?

Student: Because it has real, live animals.

Teacher: Real, live photographs and real, live animals. Good [Student 00:25:09], kiss your brain. All right. This story is called Baby Farm Animals. Student? While were listening and reading today, I want you to notice ...

Teacher: [Student 00:25:21] ...

Teacher: Do the babies look like their mommies and daddies?

Group: No.

Teacher: Are they the same or are they different? Also, you're listening for our vocabulary words. Student, park your body. Who can show me the secret sign if you hear a vocabulary word? I'll be looking for that. I think, if I see the first person who catches the word, I'll give them a sticker. All right, you ready? The story's called Baby Farm Animals and you are right, [Student 00:25:53], it is non-fiction. One more thing ... This story is [00:26:00] informational text. That means it's going to teach us information. What might we learn when we read this story? Are we going to learn about crocodiles?

Group: No.

Teacher: Are we going to learn about space ships?

Group: No.

Teacher: Who can raise their hand and tell me what might we learn from this story? Student, what might we learn about?

Student: Baby animals.

Teacher: Kiss your brain Student. We're going to learn about baby animals but not just any baby animals, baby animals from the what, Student?

Student: From farms.

Teacher: From the farm, baby farm animals. All right ... Before I start the story, park your body, check your body. Student Yoder ... Park your hands. Good [Student 00:26:49]. Everybody should copy [Student 00:26:52] the way she's sitting. I love it. All right. Ready?

Video: Baby farm animals.

Teacher: Is that too loud?

Video: How are some farm animals alike and how are they different? A farm is a busy place. Not only does a farmer grow the crops, but a farmer also watches over the many animals that live there. You can see horses, cows, ducks, chickens, sheep and pigs at a farm. All of these animals are alike because they live on a farm. But they are also very different because none of them look or sound quite the same. Every year new farm animals are born on a farm. Some are born on the floor of a barn, while others are born in a nest. After these baby farm animals are born their mothers take care of them. They will make sure their babies get enough food, sleep and exercise.

Teacher: I missed it. I didn't see who was the first one.

Student: I was the first one because [crosstalk 00:27:57]. Me and Student. Me and Student.

[00:28:00]

Teacher: Student, why are you showing the secret sign? What word did you hear?

Student: Oh, I heard exercise. [crosstalk 00:28:11]

Teacher: One thing that all the animals that we're learning about today, they have one thing the same. It's the place where they live. Whisper into your hand, where do all of these animals live? Hold onto it. Release it.

Group: Farm.

Teacher: You said on the farm, kiss your brain. [crosstalk 00:28:39] What kind of animals are these?

Student: Chicken.

Teacher: Oh. I see one, two, three, four friends participating. Student, what kind of animals?

Student: Chickens.

Teacher: Chickens. What do you notice? Do the baby chickens look the same as the mommy chicken?

Student: No. [crosstalk 00:29:01]

Teacher: Do they look the same Student?

Student: No.

Teacher: What's different?

Student: It's because they don't have a red mohawk and because they're yellow.

Teacher: Student, so the mommy has a red mohawk and the babies don't. The babies are yellow, the mommy's not yellow. What else Student?

Student: The [inaudible 00:29:23]

Teacher: Right, a different color. What about their size? Student, are they the same size?

Student: No because the mama is [crosstalk 00:29:43]

Teacher: She's bigger. Kiss your brain Student. Good job. All right, let's see what other farm animals we're going to learn about.

Student: Oh my goodness!

Video: [00:30:00] Two baby farm animals are a foal and a calf. A foal is a baby horse. A calf is a baby cow. A foal and a calf are alike in some ways. They both stand on four legs and they both have hooves. Both foals and calves like to stay near their mothers after they are born. But a foal and a calf are different in their appearance. A foal can have a plain brown or black coat while a calf can be born with black and white spots. Foals and calves also make different sounds. A foal can make a sound like, neigh, and a calf will make a mooing sound.

Group: Moo.

Video: Most foals are born at night. This helps protect the baby horse from other animals that could harm it. A foal can already stand up just one hour after it's born. The mother cow licks her baby all over after it is born. This not only cleans it like a bath would, but it also puts the mother's scent on her baby. From then on, the calf always knows his or her mother.

Teacher: Hmm. We just learned two new words, a foal and a calf. Those are two new baby animals. Yes [Student 00:31:11]?

Student: My horses, they did give birth to a baby horse.

Teacher: And that was their baby foal. Right? How are the baby calf and the baby foal different? Do you remember? Student?

Student: The cow has black and white and the horse had brown and black.

Teacher: Kiss your brain. They're different colors. How else are they different? Student?

Student: They're different because the horse is born in the night and the cow is born in the day.

Teacher: [00:32:00] Wow! Student learned some information. He was listening and he learned that the cow, the calf was born in the day and the foal was born in the night. What about the sound they make? Do they make the same sound?

Group: No.

Teacher: Student, do they make the same sound?

Student: No. The horse says neigh and the cow says moo.

Teacher: Yeah, good job Student. Kiss your brain. Student heard our word, [inaudible 00:32:25] real quick. Student heard the word ... Appearance. They are different in their appearance, the way they look. [inaudible 00:32:38]

Video: The next time you visit a farm look out for the chicks and ducklings. You will probably see them following their mother around the barn or near the pond, or you might hear them. Chicks, or baby chickens, will say cheep, cheep, cheep. A duckling, or baby duck, makes a quacking sound. Chicks and ducklings both stand on two legs and are born with a soft, fluffy coat. Chicks and ducklings hatch from eggs laid by their mothers. As soon as they are born, they like to get warm by sitting close to their mother's body.

Teacher: How are chicks and ducklings the same? Student? They both hatch from a

Student: Egg.

Teacher: Egg. How else are they the same, [Student 00:33:28]? They have fluffy ...

Student: Coats?

Teacher: Yeah, they have a fluffy coat when they're born. All right, let's keep listening. Park your hands. Park your body.

Video: Chicks and ducklings have a lot of differences, too. A chick will wander around on land usually near the barn, while a duckling will spend its time floating in a pond. A chick is born with a beak while a duckling has a bill. A chick is born with a tiny tooth in its beak. [00:34:00] The chick uses the tooth to break the shell and peck its way out. When a duckling is born, it is very thirsty. It needs plenty of water to help it grow.

Teacher: How are they different? Student, how are they different? Think about where they are. A baby duck swims in the ... Water. Does a baby chick swim in the water?

Student: No.

Teacher: No. How else are they different? Student?

Student: The duckling has webbed feet.

Teacher: The duckling has webbed feet. All right, last page, last farm animal. I wonder what they're going to be. Remember, good readers ask and answer questions as they're reading. One last one. You guys are doing an amazing job sitting still. Student has his body parked.

Video: Lambs and piglets [crosstalk 00:35:10] farm animals.

Teacher: Eyes forward. Oh, lambs and piglets.

Video: A lamb is a baby sheep and a piglet is a baby pig. If you go near the barn you may hear the baa of a lamb and a piglet's high squeal. Lambs and piglets are alike in some ways. They both stand on four legs and drink their mother's milk after they are born. Their mother's milk is the only kind of food they will eat for many weeks.

Teacher: Two ways they are the same? They walk on how many legs?

Group: Four.

Teacher: Four. They drink their mom's ...

Group: Milk.

Video: [00:36:00] Lambs and piglets stay with their mothers after birth. This behavior helps protect the baby animals from harm. Lambs and piglets have many differences, too. A lamb is born with a soft, fluffy coat while a piglet is born with smooth skin. Piglets usually live inside the barn when they are young. Lambs will stay outside. Piglets are very hungry when they are born. You may see piglets climbing all over their mother. They are trying to get as much milk as they can. A lamb spends a lot of time with its mother. If a lamb and its mother are separated, the lamb will recognize its mother by the sound the mother makes. Every baby animal needs its mother.

Teacher: What is one thing you learned about a farm animal today? Turn and tell your partner one piece of information you learned [crosstalk 00:36:53]

Student: Why did you just do that?

Student: Because I wanted to [crosstalk 00:37:40]

Student: And I didn't want you to.

Teacher: [00:38:00] All right. [crosstalk 00:37:53] Student and Student, I love that you're talking and being a good partner with your friends and being a community contributor, but it's now time to start our daily six, our six jobs. Student? Who can tell me one thing to remember when you're reading to self? What is one thing I need to remember [inaudible 00:38:16], when I read to self? [crosstalk 00:38:19] No, when I read to self.

Student: Oh.

Teacher: What do I need to remember when I'm reading to self? Do I sit next to my friends?

Student: You do not talk while other people are reading.

Teacher: Yes. You read quietly in one spot. You read the whole time. What else Student?

Student: Don't be so noisy.

Teacher: Why shouldn't we be noisy?

Student: Because you don't want to distract your other friends from learning [inaudible 00:38:56].

Teacher: Yes. Student, what are our two jobs today? What are we working on? Being ...

Group: Responsible.

Teacher: Responsible and being [crosstalk 00:39:06] self-directed.

Student: Learner.

Teacher: Student, what does self-directed learner mean? What does that mean?

Student: [inaudible 00:39:19] learning how you do the job that you're supposed to do or if you don't know what to do then check the chart.

Teacher: Then what? You don't know what to do ...

Student: Check the chart.

Teacher: Check the chart. Oh yes, a self-directed learner would check the chart if they don't know what to do. What else does a self-directed learner? Student Baker, when I say self-directed learner, what does that mean?

[00:40:00]

Student: It means you [crosstalk 00:39:50] and [inaudible 00:39:56] the chart and then go to it.

Teacher: Oh, they go and get to work right away. Are we ready to be self-directed learners?

Group: Yeah.

Teacher: All right. Yes Student? Do you have a question? You forgot? Student, when you remember it let me know. All right, G-O ...

Group: Go! [crosstalk 00:40:28]

Student: G-O, go!

[00:42:00]

Teacher: Wow! Quiet transition. [crosstalk 00:40:33]

Student: D, duck. [crosstalk 00:42:35]

Student: Pig. [crosstalk 00:42:52]

Student: J, jah. H, L, R, rrr, Y, ya, Q, Z [crosstalk 00:43:16] E [crosstalk 00:43:27] U [crosstalk 00:43:36]

[00:44:00]

Student: I did all of this and you did nothing. [crosstalk 00:44:01]

Student: S, T, M, G, E, S, T, Y, [crosstalk 00:44:23] U, N, T, Q.

Student: I'm done with my colors. [crosstalk 00:44:26]

Student: K, C [crosstalk 00:44:32] H, L, R, Y, V, Q [crosstalk 00:44:46] X, A [crosstalk 00:44:55] N.

[crosstalk 00:45:03]

Teacher: Student, are all [crosstalk 00:45:07]

Student: Can we do the back? [crosstalk 00:45:10] Yes! [crosstalk 00:45:13]

Student: ... T, I, O [crosstalk 00:45:22]

Student: What! [crosstalk 00:45:37]

Student: We did all the back. [crosstalk 00:45:51]

[00:46:00]

Student: Is this first? [crosstalk 00:45:54]

Student: ... see, the, we, am, an, as, at [crosstalk 00:46:13] At [crosstalk 00:46:21], ate.

Teacher: Good. [crosstalk 00:46:26]

Student: No [crosstalk 00:46:29]

Teacher: Ah.

Student: Ah. [crosstalk 00:46:51] Comes.

Teacher: Good.

Student: Come.

Student: Wait, he knows comes? [crosstalk 00:46:59] came ...

Teacher: Good.

Student: Car, dad, [crosstalk 00:47:08]

Teacher: No.

Student: Did.

Teacher: Good.

Student: Down.

Teacher: Good. D, oh [crosstalk 00:47:23] D, oh, mm, good. [crosstalk 00:47:36] Nope. [crosstalk 00:47:41] No, what's the third letter? [crosstalk 00:47:49] Good. You did them all this time. [crosstalk 00:47:58] Good job. [crosstalk 00:48:03] Pass the cards to Student

[00:48:00]

please. [crosstalk 00:48:07] Student, can you grab [crosstalk 00:48:12] this one first.
[crosstalk 00:48:21]

Student: S, T, W, N, [crosstalk 00:48:34] A, H, L, R, Y, V, Q, [crosstalk 00:48:45] X, A, E, I, O, U.
[00:50:00] [crosstalk 00:48:54] M, mm, G, gah, bah, B, bah [crosstalk 00:49:27] S, sss, T, ttt,
[crosstalk 00:49:35] W, wah, [crosstalk 00:49:40] J, H, [crosstalk 00:49:55] R, rrr, Y, yah,
[crosstalk 00:50:00] A [inaudible 00:50:14]

Student: Stop telling me.

Student: A [crosstalk 00:50:18]

Teacher: A is ...

Student: Ah. E [crosstalk 00:50:24]

Teacher: Good. [crosstalk 00:50:35] Student? Student, Student.

Student: F, T, N, G, B, S, T, W, N, C, K, G, J, H, L, R, Y, B, Q, Z, X, A, E, I, O, U. [crosstalk 00:51:21]

[00:52:00]

Student: Are, for, [crosstalk 00:51:46] little, my, [crosstalk 00:51:50]

Teacher: Wah, ah ... Do your hands. Do you hands. Wah, ah [crosstalk 00:52:11]

Student: Was, wait?

Teacher: Wah, i ...

Student: With! With [crosstalk 00:52:33], you, nine.

Teacher: No. [crosstalk 00:52:41]

Student: Night. [crosstalk 00:52:52] no, not, of, [crosstalk 00:53:00] on, one [inaudible 00:53:05]
out, rain, [crosstalk 00:53:11]

Teacher: Letters only please.

Student: G, B, C, S, D, W, N, P, T, K, J, H, L, I, [inaudible 00:53:51] V, S, A [inaudible 00:53:55] O, U.
[00:54:00] [crosstalk 00:54:01]

Teacher: All of you are supposed to participate.

Student: I was the one doing it.

Teacher: I know. What is this one? [crosstalk 00:54:35] Good. [crosstalk 00:54:44] Would you

please answer the door? [crosstalk 00:54:47] What did you say Student? [crosstalk 00:54:49] What's this one? [crosstalk 00:55:22]

Teacher: Oh, Student froze when the lights turned off. Please clean up your job and stand behind your chair. Wow! Student is standing quietly [crosstalk 00:55:55] Student.

Teacher: [inaudible 00:55:56] stop talking.

[00:56:00]

Teacher: I saw so many self-directed learners. Pat yourself on the back if you were being a self-directed learner. [crosstalk 00:56:15] Your second job of the day. G-O ...

Group: Go.

Teacher: Oh, I didn't hear everybody say it. G-O ...

Group: Go!

Student: Yes [inaudible 00:56:35]. [crosstalk 00:56:37]

Teacher: Really?

Student: Yeah [crosstalk 00:56:39] He's lucky. [crosstalk 00:56:52] Wait, Student? [crosstalk 00:56:55]

Student: Yes [crosstalk 00:56:53]

Teacher: You're supposed to be reading Student.

Student: Yes! [crosstalk 00:57:29]

Teacher: All right. [inaudible 00:57:35]

Student: No! [inaudible 00:57:44] Student. M, D, N, G [crosstalk 00:57:51] S, T [crosstalk 00:58:00] 00:57:57]

Teacher: Now this. All these with the sound. [crosstalk 00:59:05] You're going to do this one first. [01:00:00]

Student: Yeah! F, D, A, G, B, S, P, W, N, E, A, [crosstalk 01:00:27] S, A, E, I, O, U. [crosstalk 01:00:36]

Teacher: This one.

Student: Dah, gah, bah, [crosstalk 01:00:59] kk, [crosstalk 01:01:02]

Student: Do I have any words to do? [crosstalk 01:01:32]

Student: Yeah! Me, me, me, me, me, me, me. [crosstalk 01:01:41] Yeah! [crosstalk 01:01:47] Bah, [crosstalk 01:01:57]

[01:02:00]

Teacher: Before.

Student: B, before. [crosstalk 01:02:05] come. Yes! Ask.

Student: Ask.

Student: We both [crosstalk 01:02:22]. Five. [crosstalk 01:02:28] First.

Teacher: First.

Student: Yeah, I knew it. [crosstalk 01:02:34] Did.

Teacher: Good.

Student: Is.

Teacher: Good.

Student: A.

Teacher: Good.

Student: And.

Teacher: -Huh-uh (negative) Sound it out [crosstalk 01:03:32] Good. [crosstalk 01:03:37]

Student: Good.

Teacher: Good. [crosstalk 01:03:47]

Student: I finally got one right.

Student: Can.

Teacher: Can.

Student: Yes!

[01:04:00]

Student: Ducks. [crosstalk 01:03:59]

Teacher: Good.

Student: Have.

Teacher: Good. Oops.

Student: Red.

Teacher: No. [crosstalk 01:04:13]

Student: Here.

Teacher: No, it's not here. [crosstalk 01:04:16]

Student: Her. Yes, I knew it. [crosstalk 01:04:26] Four.

Teacher: Four. Good. [crosstalk 01:04:38]

Student: Find. [crosstalk 01:05:07] How.

Teacher: How.

Student: We knew it.

Teacher: Away.

Student: Away. He, R, E.

Teacher: Here.

Student: Here.

Teacher: Good. [crosstalk 01:05:34] ah, bah, out.

Student: Out.

Teacher: About.

Student: About.

Teacher: Which one is [crosstalk 01:05:51]

[01:06:00]

Student: Each? [crosstalk 01:05:55] In, ttt, oh, two.

Teacher: Together is?

Student: Into?

Teacher: Good job.

Student: We knew it. [crosstalk 01:06:09] Ask. [crosstalk 01:06:16] Jah, uh, st. Just.

Teacher: Just.

Student: Yeah, I knew the last one.

Teacher: Good job guys.

Student: We are done. [crosstalk 01:06:32]

Teacher: Good job. [crosstalk 01:07:28]

Student: With.

[01:08:00]

Teacher: With.

Student: Over. Out. Out. [crosstalk 01:08:09]

Teacher: Oh, this is a big one.

Student: I don't know. [crosstalk 01:08:20] On, no. I knew it. I knew it. [crosstalk 01:08:44] Yes. Said. What. Two.

Teacher: Good.

Student: They.

Teacher: Good. [crosstalk 01:09:02]

Student: Then. [crosstalk 01:09:07] Tis. [crosstalk 01:09:19] This. I knew a lot. [crosstalk 01:09:23] New.

Teacher: Now.

Student: Now. [crosstalk 01:09:31] We. Not. See. Run. Time.

Teacher: This is the number?

[01:10:00]

Student: Two. You. [crosstalk 01:10:08]

Teacher: Or. You or I. [crosstalk 01:10:22]

Student: Make. [crosstalk 01:10:33] Sit [crosstalk 01:10:38]

Teacher: You are done. [crosstalk 01:10:40] No. Here's a puzzle. [crosstalk 01:10:45]

Teacher: Thank you Student for freezing with your eyes on me. Thank you for Student. Clean up
[01:12:00] and stand behind your chair. [crosstalk 01:11:15] All right, this is our last job of the day.
Check the chart. G-O ...

Group: Go!

Teacher: Don't run. [crosstalk 01:12:40] Are you Student? [crosstalk 01:12:52] Study it and don't
say it out loud. [crosstalk 01:12:59] Student, where is your [crosstalk 01:13:14]