

Kindergarten ELA Reading
Main

Teacher: She finished her one page, and her green book, and she is reading her library book. One hundred...?

Student : One hundred and six?

Teacher: Sixteen. You were close. Keep working. Remember, if you borrow a book from my books up front, please make sure you put them back.

One thing before we come to our circle. Eyes on me. Did anybody do I ready at home? Remember I sent you your username and password? Raise your hand if you did I ready at home. Student, did you do math or reading?

Student : Both.

Teacher: Both! Student, did you do math or reading?

Student : Math.

Teacher: Math! Student, did you do math or reading?

Student : I did math.

Teacher: Math! Student, did you do math or reading?

Student : Both.

Teacher: Both!

Student : I did both only yesterday.

Teacher: Share me on your thumbs what is your opinion of I ready? Thumbs up, I like it. I think it's fun. Sideways thumb, mmmm, I'm not sure. Oh, I see thumbs up. I see sideways thumbs. I think I ready is pretty fun. Did you guys pick your study buddies?

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. Yes, I got the email from your mommy. I'm going to check it out. I might

[00:02:00]

Student : Good morning, Teacher. Good morning, Student. Good morning, Student. Good morning, [inaudible 00:04:22]. Good morning, Student. Good morning, [inaudible 00:04:26].

Teacher: Student and Student.

Student : Good morning, Student. Good morning, [inaudible 00:04:34]. [inaudible 00:04:45]. Good morning, Student.

Teacher: All right. Who remembers our special question this week? I know I wasn't here yesterday- Student. Just hold onto it. Student, will you pass it to Student? Student, what's our special question?

Student : [inaudible 00:05:21]

Teacher: About little things. What else do we remember about our special question? Were we talking about little pencils?

Student : No.

Teacher: Little erasers?

Student : No.

Teacher: Little animals? Okay. What about those little animals?

Student : About the animals [inaudible 00:05:54]. Baby ducks.

[00:06:00]

Teacher: Baby ducks. Do you remember the name for baby ducks?

Student : Ducklings.

Teacher: Ducklings. Okay. 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 : One time, I saw a rooster, and chicks.

Teacher: Who's talking when it's not their turn with the ball? Jonah, please be mindful of your friends. Okay, one time you saw a...

Student : A rooster and chicks, and it was walking at Down to Earth.

Teacher: You saw them at Down to Earth. Good example, Student. Thank you for sharing. Anybody else? What do you already know about baby animals? Maybe you could share an example.

Student : Hey! I know because I have a baby puppy, and I named him Flash because he's very fast.

Teacher: What do you know about baby puppies?

Student : They can be wrestled, and they can be played with, and it's a baby Pomeranian. It's black.

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

Student : Mm-hmm (affirmative)

Teacher: That's a new word for a baby animal.

Student : I have a picture of it, but he is shy.

[00:08:00]

Teacher: Maybe you could bring a picture to show us. Anybody else? What do you already know about baby animals? She wants to say pass. It's a hard choice. So many friends are sitting safe with their body, and have a quiet hands.

Student : Student.

Teacher: Student, what do you think?

Student : One time, I saw a baby cat and ducklings.

Teacher: You saw a baby cat?

Student : Yeah.

Teacher: Do you remember the word for baby cat?

Student : Kitten.

Teacher: Kitten. Very good, Student. Thank you for sharing. We have time for three more friends. Student, hands out of your mouth please. Go wash your hands. 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 many girls. Three, two... Student, what do you know?

Student : I have a puppy. He's only ten months, and I have a big dog that's really old. In

human years, he's over a hundred years old.

Teacher: You have an adult dog and a puppy?

Student : Yeah.

Teacher: Are they the same?

Student : Yeah, he had a baby.

Teacher: Are they different?

Student : No, they're both the same because that's his son.

[00:10:00]

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

Student : The puppy follows him around.

Teacher: Oh, I wonder why he does that? If you haven't had your turn this morning, raise your hand. Thank you, Student. That was a good choice.

Student : I was listening to my friend Student, and I have a puppy. I was listening to my friend Student and K, and I have a puppy that jumps around on me.

Teacher: She also has a puppy. Does anybody else have a puppy or a dog? Show me by using your secret sign. Student, what's your puppy's 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, after you pass that ball, go move your clip up.

Student : Student.

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

Student : One time my two dogs Phoebe and Mopey- my baby animal dogs. [inaudible 00:11:14].

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

Student : Yes.

Teacher: One time my dog...

Student : One time my dog [inaudible 00:11:29], and they got to sleep in my bed.

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

Student : Yeah. I did totally not like that.

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

Student : Baby.

Teacher: When they were a baby, they got to sleep in your bed?

Student : Yes.

Teacher: Thank you for sharing your example, Student. All right, if you did not get a turn this morning, do not worry. We will have another ohana circle tomorrow morning.

[00:12:00] This morning, we have a story on the smart board, and then we're going to do our daily six. Okay? Ms. Riley will be here very soon. Today, I'd like you to be responsible and self directed. Those are the two things we are going to work on during our daily six, okay? 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 them up.

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

Student : Another rule, don't put just colors up.

Teacher: Should we be making pancakes and teddy bears? What should we be making with the play doh? Sight words. Thank you, Student. Kiss your brain. We should be- don't mix up the colors. We're making sight words, not toys. What else? Student, what else should we remember?

Student : Don't put it in your mouth.

Teacher: Of course! 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. Elliot when he's vacuuming. Should we leave all the play-doh crumbs on the floor?

Student : No!

Teacher: No. Make sure you're checking the floor, and you're mindful of Mr. Elliot who has to vacuum our classroom, and please pick up all the play-doh crumbs. All right.

Student : No making play-doh games.

Teacher: Of course not. The play doh is to make sight words. All right. Let's start from six.
[00:14:00] Whisper count with me. Six, five, four, three, two, one, zero. On your bubbles.
Sorry. Did I not say that?

Student : No.

Teacher: Okay. Let's talk about first our vocabulary words. Anybody already been working on them at home?

Student : Yes.

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

Student : Exercise.

Teacher: Anybody can apply past knowledge? You already know what the word exercise means? Henry Baker.

Student : When you exercise, you can do push ups and running.

Teacher: Those are good examples of exercise, but what is exercise? What does it mean to exercise? Student?

Student : Pull ups.

Teacher: That's a good example. When you exercise, you use an action to improve your body. We have P.E. to exercise, and Student said we could do pull ups. Henry baker, you said we could do push ups. What was the other one?

Student : Running.

Teacher: Running. And jumping jacks, and you guys do all of those in P.E. right?

Student : Yeah. Well, not pull ups.

Teacher: Okay. Here's our next word. Oooh. Up here. I'll say it, then you say it. Appearance.

Student : Appearance.

Teacher: That's a long tricky one. Appearance means the way something looks is it's
[00:16:00] appearance. just the way the lion looks, I can tell from it's appearance that the lion was hungry. Your appearance is the way you look. Can we make this bigger?

Student : Yeah.

Teacher: Our next word. I'll say it, then you say it. Wander.

Student : Wander.

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

Student : A video.

Teacher: A video. Should we watch it?

Student : Yes.

Teacher: Okay.

Student : It's not a movie.

Teacher: A video. You're right. Not a movie.

Student : A movie would be too long.

Teacher: (television: when you wander, you wander around with no specific place to go.)
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, but if I'm walking straight to the learning lab, is that
wandering?

Student : No.

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

Student : Wander.

Teacher: Oh. 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.

Student : Plenty.

Teacher: How about you whisper it into your hand? Everybody whisper it. Whisper. Release.

Student : Plenty.

Teacher: Plenty. Good. Plenty means, when there is plenty of something, there is a large

[00:18:00] amount. There is a lot. Here, the picture says, "There are plenty of basketballs." I think at our valentines 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. I think I use this word a lot. I'll say it, then you say it. Behavior.

Student : Behavior.

Teacher: Can anybody apply past knowledge? Do you already know what the word behavior means? Student, what do you think?

Student : If you [inaudible 00:18:34].

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

Student : It's when you do mischievous stuff.

Teacher: Mischievous. That's a good word.

Student : [inaudible 00:18:55]

Teacher: Yeah, if I said, "Student listens, and raises his hand. He sits criss cross apply sauce. He had good behavior. His clip was on purple. He had good behavior to day 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. If my friends are being mindful and act in a good way, their clip goes up. If my friends behavior is not so good, and they are choosing to behave in a way that's not positive, or good, they're clip will go down.

[00:20:00] This dog- his behavior, the way he acts, is he barks. We all try to have good behavior in kindergarten, right?

Student : Bark, bark, bark.

Teacher: Here's our sight words for the week. We have two. F, o, r spells for, and h, a, v, e spells have.

Student : Where's the picture?

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

also working on...

Student : Reread.

Teacher: Reread. What does that mean? Reread? Student?

Student : Where you read the whole story again, or read the whole page again.

Teacher: Read the whole story again, or read the one page again. Why would I need to reread? Why would I need to reread one page, or the whole story? Student, why should I reread?

Student : Because [inaudible 00:20:51].

Teacher: Maybe I think that it's not true. Jonah, why else would I reread?

Student : Because if you don't know what it is, or if you're confused.

Teacher: Kiss your brain. If you don't know what it is, you should reread. All right. Here's our story for today. Take a look at those pictures. I want you to turn to your partner- not until I say go. This story is fiction, or non fiction because....? Tell them the reason why? G, o, go. Oh, I'm sorry.

Student : [crosstalk 00:21:40]

Teacher: Fiction or non fiction?

Student : Non fiction.

Teacher: How do you know?

Student : Because I see on the TV it's non fiction.

[00:22:00]

Teacher: Okay. What do you think, Student Yoder? why do you think it's non fiction? Non fiction means real life. Not fake.

Student : I don't think pigs are a [inaudible 00:22:07].

Teacher: Oh, so maybe you're unsure.

Student : Yeah.

Teacher: Mm-hmm (affirmative). (clap, clap, clap) wow. Student, go move your clip up. I love how when she heard my claps, she clapped and turned her body back forward. Her belly wasn't facing the smart-board. Student, what do you think? Fiction or non

fiction?

Student : Non fiction.

Teacher: Non fiction. That means, not real. That means- Student?

Student : Yeah.

Teacher: Non fiction means not fake. You think that's real? Why? What's your reason?

Student : Because it has real life animals.

Teacher: Real life photographs and real life animals. Good, Student. Kiss your brain. All right, this story is called baby farm animals. Okay, and while we're listening and reading today, I want you to notice do the babies look like their mommies and daddies?

Student : 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? Okay, I'll be looking for that. If I see the first person who catches the word, I'll give them a sticker. All right, ready? This story, is called Baby Farm Animals, and you're right, Student. It is non fiction.

One more thing. This story is 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?

Student : No.

Teacher: Are we going to learn about spaceships?

Student : No.

[00:24:00]

Teacher: Who can raise their hand and tell me what might we learn from this story? Eli, 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. Look at Student. Everyone should copy Student the way she's sitting. I love it. All right. Ready?

(television- Baby farm animals.)

Is that too loud? Can you hear it?

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

Student : I heard exercise.

[00:26:00]

Teacher: Exercise. One thing that we're learning about all the animals 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? (whispered- on the farm) Hold onto it. Release it.

Student : On the farm!

Teacher: On the farm. If you said on the farm, kiss your brain. What kind of animals are these? 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.

Teacher: Do they look the same, Student?

Student : No.

Teacher: What's different?

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

Teacher: Okay, so the mommy has a red mo hawk and the babies don't. The babies are yellow. The mommies not yellow. What else Student?

Student : The mom is [inaudible 00:27:09] and the baby ones don't.

Teacher: They're a different color. What about their size? Student, are they they same size?

Student : No, the mama is bigger.

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

Television : Two baby farm animals are a fowl and a calf. A fowl is a baby horse. A calf is a baby cow. A fowl and a calf are alike in some ways. They both stand on four legs. They both have hooves.

Teacher: (whispering) stop please. Sit criss cross.

Television : [00:28:00] Both fowls and calves like to stay near their mother after they are born, but a fowl and a calf are different in their appearance. A fowl can have a plain brown or black coat, while a calf can be born with black and white spots. Fowls and calves also make different sounds. A fowl can make a sound like neigh, and a calf can make a mooing sound.

Student : Moo.

Television : Most fowls are born at night. This helps protect the baby horse from other animals that could harm it. A fowl 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 mothers scent on her baby. From then on, the calf always knows his or her mother.

Teacher: I just learned two new words. A fowl and a calf. Those are two new baby animals. Yes, Student?

Student : My horses just gave birth to a baby boy.

Teacher: That would be a baby fowl, right? Mm-hmm (affirmative). How are they baby calf and the baby fowl different? Do you remember? Student?

Student : The cow has black and white, and the horse has brown on it.

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 the born in the day.

Teacher: Wow. Student learned some information! He was listening, and he learned about the calf was born in the day, and the fowl was born in the night. What about the sound they make? Do they make the same sound?

Student : No.

Teacher: Student, do they make the same sound?

Student : The horses neigh and the cows moo.

[00:30:00]

Teacher: Yeah, good job Student. kiss your brain. Student heard our word. Let's go back, real quick. Student heard the word appearance. They are different in their appearance. They way they look.

Television : 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 stand on both 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 mothers bodies.

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?

Student : They...

Teacher: They have fluffy...

Student : Coats.

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

Television : Chicks and ducklings have a lot of differences too. A chick will wander around on land, usually around the barn.

Teacher: Student.

Television : A duckling will spend its time floating around the 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. 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.

[00:32:00]

Teacher: Mm-hmm (affirmative). How are they different? Student, how are they different? Think about where they are. The baby duck swims in the...

Student : Water.

Teacher: Water. Does the 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.

Television : Lambs and piglets are farm animals.

Teacher: Eyes forward. Lambs and piglets.

Television : 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 or a piglet's high squeal. Lambs and piglets are alike in some ways. They both stand on four legs and drink their mothers' milk after they are born. Their mothers' 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?

Student : Four.

Teacher: Four, and they drink their moms'...

Student : Milk.

Teacher: Milk.

Television : Lambs and piglets stay with their mothers after birth.

Teacher: Student.

Television : This behavior helps protect the baby animals from harm.

Student : I was [inaudible 00:33:39].

Television : Lambs and piglets have many differences too. A lamb is born with a soft fluffy coat, while a piglet is born with soft, smooth skin. Piglets usually live inside the barn when they are young. Lambs will stay outside. Piglets are very hungry when they are born.

Teacher: Student.

[00:34:00]

Television : You may see piglets climb all over their mother when they are born. They are trying to get as much milk as they can. A lamb spends as much with its mother as it can. If a lamb and its mother are separated, the lamb will recognize its mother by the sound its 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 today. Can you come be Student's partner? What's one thing you learned?

Student : About baby animals.

Teacher: From our farm animals story today? I learned that the name for a baby pig is a piglet. What did you learn, Student?

Student : I learned that baby animals need their mom, and can drink water.

Teacher: Oh. Drink water. What did you learn?

Student : The pigs climb all over their mom.

Teacher: The pigs climb all over their mom. Good. What did you learn?

Student : [inaudible 00:35:23]

Teacher: They drink milk. (clap, clap, clap.)

Student : (clap, clap, clap.)

Teacher: All right. Student and Student, I love that you're talking with your partner and your friends and being a community contributor, but it is now time to start our daily six. Our six jobs. Okay. Who can tell me one thing to remember when you're reading to self? What is one thing I need to remember Student, when I read to self? . When I

[00:36:00] read to self? 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? Sit criss cross.

Student : Don't be so noisy.

Teacher: Why shouldn't we be noisy?

Student : Because you don't want to distract your other friend from their reading.

Teacher: Yes. Okay. What are our two jobs today? What are we working on? Being...

Student : Responsible.

Teacher: Responsible, and being a... self... directed...

Student : Learner.

Teacher: Learner. Student, what is being a self directed learner? What does that mean?

Student : That you are [inaudible 00:37:08].

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

Student : Check the chart.

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

Student : It means you [inaudible 00:37:34] and [inaudible 00:37:43] and checks on the chart, and they go and get to work.

Teacher: They go get to work right away. Are we ready to be self directed learners?

Student : Yes!

[00:38:00]

Teacher: All right. Yes, Student? Do you have a question? You forgot?

Student : Yeah.

Teacher: Okay, when you remember it, let me know. All right. G, o, go.

Student : Go.

Teacher: Wow. Quiet transitions. We're filming today, Ms. Riley.

Student, where are you? Student? She's right there. Student. Student, can you sit there please?

All right. Let's see what book we're reading today. Oh. This one's about animals too. When you get your book, please do a picture walk. Try to decide if this story is fiction or non fiction. When you've got it, raise your hand.

Student : So cute. Oh, what's this? Awww. This is a baby. This thing is so cute.

Teacher: Student, what do you think? Fiction or non fiction?

Student : Non fiction.

Teacher: How do you know?

Student : Because it has real life photographs.

Teacher: Real life photographs. Student, what does the author do?

Student : The author writes the words.

Teacher: The author writes the words. Student, what does- well, there isn't an illustrator in this story. Why isn't there an illustrator?

Student : Because...

Teacher: Nobody drew these pictures.

[00:40:00]

Student : They drew it. Oh, no... they took the pictures.

Teacher: They took the pictures. These are real life photographs. Good. Okay. This is a non fiction informational book. What might we learn about in this book, Student?

Student : Baby animals.

Teacher: Baby animals. Student, what might we learn about in this book?

Student : We will learn about baby animals.

Teacher: What kind of animals?

Student : Like, a horse.

Teacher: A horse. Student, what else might we learn about?

Student : A baby... hamster.

Teacher: Baby hamster. What else might we learn about, Student? Student, stay focused. How do you hold the book when you're reading? How do you hold the book when you're reading? You're not playing with it. Right now, you're not being responsible. You're not doing what you're supposed to be doing. Please turn to the title page. Let's read the title of this story. Oh, let's warm up our fingers. In, out, in, out, around, around, around. In, out, in out. Point to the title. We whisper. Read with me.

Ow, who's kicking me?

Student : Not me.

Teacher: Animals Bodies by Frankie Heartley. Okay, this is all about animals bodies. Turn to the next page. Point to where we start reading? Do you notice that the first word begins with a capital letter? Point to the capital letter at the beginning of the sentence. What does this sentence end with? Look at the end of the sentence.

[00:42:00] Student, what does the sentence end with? What does the sentence end with, Student?

Student : A capital t.

Teacher: That's a capital t?

Student : A lowercase t.

Teacher: Look at the very end. What do you see?

Student : A period.

Teacher: A period. Good. Let's count how many words are in this sentence. One, two, three, four. I know it's a word because there's a light space in the beginning, and at the end of each word. We have one two three four words. Are you ready to whisper read with me? Okay. Point to the word where we start reading. The one with the capital letter at the beginning of the sentence. Student, we're waiting for you.

All right. Ready? (speaking in unison) "These animals have feet." Let's look at the pictures and get some details. Student, are all their feet the same?

Student : No.

Teacher: How do you know?

Student : Because... these feet are large and these feet are small.

Teacher: Some feet are large, some feet are small. Student, are all the feet the same?

Student : No.

Teacher: No? How are they different?

Student : Because a horse has a hoof.

Teacher: Oh, a hoof.

Student : A tiger has paws.

Teacher: Paws. Kiss your brain.

Student : Also paws, but-

Teacher: Paws and hooves. Those are good words. Student's telling us about different kinds of feet animals have. All right, let's keep reading. Point to the next page. Find the capital letter that tells us where the beginning of the sentence is. Student, point to the capital. Ready?

[00:44:00] (Speaking in unison) "These animals have no feet." Mmmm. What kinds of animals do you see? Who can read the pictures and give me some details? Student, what kinds of animals do you see?

Student : This one doesn't have feet.

Teacher: What is that?

Student : I think it's...

Teacher: What do you think, Student?

Student : I think it looks like a snake. It looks like a worm.

Teacher: A worm. Okay. What else do you see that has no feet? Student, what else? A worm, and a...

Student : A snake and a fish.

Teacher: A snake and a fish. Good. Turn the page.

Student : That snake is [inaudible 00:44:27].

Teacher: Point to where we start reading. Point to where we start reading. (speaking in unison) "These animals have trunks." What's a trunk? What's a trunk Student?

Student : A trunk is like a long nose.

Teacher: Like a long nose. Look at- I notice that the baby elephants trunk is small, and the mom elephants trunk- is it small too?

Student : No.

Teacher: It's big. All right. Let's keep reading. (speaking in unison) "These animals have no trunks." Hey, I saw a calf, and I learned this morning that a calf is a baby cow. I saw that the cow has a nose. What other animals do we see with no trunks, Student?

Student : A baby rabbit and a bear.

Teacher: A baby rabbit and a bear. If they don't have a trunk, what do they have?

Student : They have noses.

Teacher: They have noses. How do you know that?

Student : Because I can see it.

Teacher: You can see it in the picture. Good job, Student. Kiss your brain. Turn the page.

Student : Awww. So cute.

[00:46:00]

Teacher: Point to where we start reading. point to where we start reading. (in unison) "These animals have tails." I read our sight word of the week. Put your finger on our sight word of the week. What's our word, Student?

Student : Have.

Teacher: Have. The animals have tails. Student, what kind of animals have tails?

Student : A tiger. A dog.

Teacher: A tiger. A dog.

Student : A squirrel.

Teacher: How do you know? The words didn't tell me tigers and dogs and squirrels.

Student : Because I can see in the picture.

Teacher: He looked at the pictures. Awesome. All right, let's keep reading. (speaking in unison) "These animals have..." uh, oh. Some friends are not following along as we read. Follow along. "These animals have no tails." Student, what kind of animals have no tails? What are they?

Student : Um....

Teacher: What do you think boys? That looks like a squid or an octopus?

Student : Octopus.

Teacher: What do you think, Student?

Student : That's a squid. Yeah, that's a squid. Squid.

Teacher: Squid. I remember this one. A gorilla. All right turn the page.

Student : A hamster!

Teacher: Last page. Oh yeah, I'm not sure what that is.

Student : I don't know what that is.

Teacher: Ready? Who can read this one all by themselves? Student, go.

Student : [inaudible 00:47:27]

Teacher: Oh, but you didn't point to each word. Can you read it?

Student : I have hands. I have hands. I have hands.

Teacher: Hands. All right, are you ready for my question? Find that page. Point to it, and raise your hand. According to this book, what body parts do some animals not have? Find a page where some animals do not have a body part. Wow, look at Student. He's turned to a page. He has his hand raised. What do these animals not have, Student?

[00:48:00]

Student : Feet.

Teacher: They don't have feet. Kiss your brain, Student. Or legs. What else? What's some other things that animals do not have? Student?

Student : Trunks.

Teacher: Trunks. Good. Kiss your brain. Which animals do not have feet? Point to the page where you find it. We are close reading. We are going back into our book, and we're reading it again. We're looking for answers. Student, what type of animals do not have feet?

Student : A worm. A snake.

Teacher: A worm, a snake, and a...

Student : Fish.

Teacher: If these animals don't have feet, how do they move? Student, how do they move? I'm wondering.

Student : They're sliding.

Teacher: They slide. How else might they move, Student?

Student : The fish- the animals- this and this slide, and the fish uses its fins to steer.

Teacher: To swim, right? Okay. What do you have that is different from the animals in this book? Some animals have tails and trunks. This boy has hands. What else do we have that's different from animals, Student?

Student : A shirt. You wear a shirt. What else do you have Student, that's different from animals?

Teacher: Hands. The animals don't have hands. What else? We're making a connection right now. This story is reminding us. Something about our lives. Student, what do you have that the animals don't have?

Student : Hair.

Teacher: [00:50:00] You don't have a tail. What do you have that's the same? Student, I'm going to turn the page with the... these animals have noses. What else do we have that the animals have too? Student? What do you have that the snake has?

Student : Eyes.

Teacher: Yeah. You have eyes, and the snake has eyes. Close your books. Close them up.

Student : I've got it.

Teacher: Oops. I've got it. Student, we've got one more thing. Find our special question. Find our special question. It's in the very beginning. There you go, Student. Find our special- Student, please sit down. Turn the page, point to our sight word you. Our sight word- our letter of the week is- u. What sound does u make, Student?

Student : U makes uh.

Teacher: Uh. Okay. Point to the row number one. I am going to have you read it all by yourself. I'm going to zip my lips, and I'm going to have you read it. Ready? Go.

Student : Umbrellas...

Teacher: Do you know what that is? He's the guys that stands behind home plate in a baseball game, and he is called the umpire.

Student : Umpire.

Teacher: Right. All right. The next ones have the u, uh, sound in the middle. Cup. Sun. Nut.

Student : Cup. Sun. Nut.

Teacher: Good. The next words we're going to say slow. Push your chair back. All the way back, and come stand. If you can't sit in your chair the right way, you don't get to use it. There you go. Okay, ready? I'll say it slow then fast. Us. Us. Mud. Mud. Good. Next one. Fun. Fun. Fun. Student, can you do the next one all on your own?

Student : Run. Run.

Teacher: Rub. Look at the sounds. Say it slow.

Student : Rub.

Teacher: Good. Student, can you do the next one?

Student : Ub.

Teacher: Can you say it slow?

Student : Um.

Teacher: Hum. Hum.

Student : Hum.

Teacher: Hum. Good. Student, do the last one.

Student : Uh.

Teacher: Awesome do the last one. All right, clean up your books. It's time to switch.

Go move your clip up. I like the way you're reading. Oh, Student froze when the lights turned off. Please clean up your job and stand behind your chair.

Wow. Student is standing quietly. So is Student. I saw so many self directed learners. Pat yourself on the back if you were being a self directed learner. Okay.

[00:54:00] Your second job of the day. G, o, go. Oh, I didn't hear everybody say it.

Student : G, o, go.

Teacher: How did we do with the play doh? Did we put it back?

Student : Yeah.

Teacher: No. I might have to get some different bags for that.

Student : I can fit it.

Teacher: Who was working the purple play doh?

Student : Student.

Teacher: Student, you left a mess.

Student : I was trying my hardest to clean it up.

Teacher: Thank you. Take turns.

Student : I finished my work.

Teacher: Then you have to use a back up plan.

Hello, friends. Are we ready?

Student : Are we going to take one of these?

Teacher: No. This one. I'm sorry, I can't help you. I'm sorry, I can't help you. I'm trying to do my job.

Student : Back up plan.

Teacher: Back up plan would be a good idea also. Student, the computers are working and

they're opening. You can do Raz kids on the computer. Okay, this story is called. Two kinds of bears. I want you to do a picture walk.

Oh, Student. That is why you do not play with my book. I want you to do a picture walk and try to decide-

Student : This a lot of words.

Teacher: What do you think? Is this story fiction or non fiction? When you've got it, raise your hand.

Student : Okay, I have it!

Teacher: Raise your hand. Student, what do you think? Fiction or non fiction?

Student : Non fiction.

[00:56:00]

Teacher: Good. This story is- if you look in the top corner- informational text. That means we are going to learn some information. Student, what might we learn about?

Student : We might learn about these two bears.

Teacher: Can anybody apply past knowledge? Oh, Student already knows. What kind of bears?

Student : Panda bear and...

Teacher: Panda bear and a black bear. Good. We're going to read this story, and we're going to think about how these bears are the same, and how they are different. We are going to compare them. That means we need to notice how they are the same, and how they are different. Will you help me compare these two bears? I heard Student say, "Wow, there's a lot of words in this book." Because we're already on day one hundred seventeen of kindergarten, so the books are getting a little bit more challenging each time we read them because we are getting to be better and better readers.

Student : Can you not read to us when it's like the two hundredth day of school?

Teacher: You want to read all by yourself?

Student : Yeah.

Teacher: That's a good goal.

Student : On the two hundredth day of school.

Teacher: Point to the title page. Start on the title page please. Find the title page.

Student : We count how many baby bears.

Teacher: Two kinds of bears by Lori Mortenson. She's the author. What does the author do?

Student : She writes the words.

Teacher: She wrote the words.

Student : There's only one word, so she's the illustrator and the author.

Teacher: Well, are there illustrations in this story?

Student : No.

Teacher: Did somebody draw these pictures?

Student : No.

Teacher: No, so there is no illustrator because these are real life photographs.

Student : She took the pictures.

Teacher: Now, turn to the next page on page two. You might notice something. You might notice that there is the big words, and then there's also some small words next to the pictures. Those are called captions. I'll say it, then you say it. Captions.

[00:58:00]

Student : Captions.

Teacher: Okay, captions are little sentences, like one or two sentences, that tell us about what's happening in the pictures. Today we are going to read the words first. The big words. Then, we'll go back and look at the pictures, and read the captions, and decide what's happening in the pictures. Point to where we start reading. You will see a capital letter, because sentences begin with capital letters.

Student, point to where we read. Okay. Whisper read with me. (in unison) "Black bears and giant pandas are both bears. They are alike in many ways. They have differences too. The bears have different homes. Each home is just right for them."

They are the same, we're going to compare them. They are the same because they are both bears, but they are different because they have a different home.

Student : They both climb trees.

Teacher: How do you know that, Student?

Student : The black bear is climbing in the tree.

Teacher: The words didn't say anything about climbing trees, so how do you know that?

Student : Reading the pictures.

Teacher: Reading the pictures. Kiss your brain, Student. Let's read the captions next to the pictures and find out more. Point to the red. The panda's in a red box. Point to the words by the panda bears picture, and let's read that caption. (in unison) "Giant pandas live in china." Oh, they live in china. Let's read about the black bear.

Student : They have all the food that they like.

Teacher: [01:00:00] Let's read the blue box. You're right, Student. Let's read the caption about the black bear. (in unison) "Black bears live in North America." That's on the main land. Black bears live on the mainland.

Student : My cousin lives on the mainland.

Teacher: I wonder if they've ever see a black bear.

Student : She's....

Teacher: Tell me later. Let's keep reading. Ready? Point to where we start. Point to where we start reading, Student. Find the capital letter. Whisper read with me. (in unison) "Both bears have thick fur. Giant pandas have black and white fur. Black bears have black or brown fur." They're the same because they both have fur, but how are they different? Student, how are they different?

Student : Because the panda has white and black, and the black bear has black or brown.

Teacher: They have different colors. Yes, they both have fur, but their fur is different colors. Lets read the captions. Point to the caption next to the panda. Everybody found it? Right here, Jonah. Read with me. (in unison) "Giant pandas have black circles around their eyes." Do you see it in the picture?

Student : Yeah.

Teacher: The caption helps explain what's happening in the picture. Let's point to the caption next to the black bear and read about him. "Some black bears have light brown noses."

Student : Because he has a brown nose.

Teacher: Yes, Student? Thank you for raising your hand.

Student : A cow is kind of like a panda because it also has white and black.

Teacher: Sounds like you're comparing a cow and a panda. Good job. Turn the page.

Student : The box?

Teacher: We read the captions. Okay, let's read the word first on page four, and then we'll read the captions. Point to where we start reading. (in unison) "Giant pandas eat bamboo. They have to eat a lot of it." Keep following me so I know you're making a connection. Keep going. "They can eat over thirty pounds a day." Thirty pounds a day? Wow! Keep reading. "Giant pandas use their paws for eating. Their thumbs help them grab their food." Oh, I didn't know pandas had thumbs. We're reading information. We're learning things. Let's read the caption and see what's going on in this picture. Point to the caption. Point to the caption. Everybody got it? Read with me, "A giant panda uses it's thumb to grab the bamboo." Student H, what does the panda eat?

[01:02:00]

Student : Bamboo.

Teacher: Bamboo. Yes. I wonder if the black bear eats bamboo too. Student and Student, please turn down your volume. We're working over here. All right, let's read. "Black bears eat many things. They hunt for nuts, bark, berries, and fish." Do they eat the same thing?

Student : No. What are these?

Teacher: I don't know. Let's read the caption and find out. Student is wondering what this is.

Student : That's a bee hive.

Teacher: Lets read the caption and find out. It will tell us. "Black bears like to eat honey." Mmmm. See, when we read the caption we can figure out what the picture is showing.

Student : There's bees on the bear.

Teacher: Oh. Does the panda bear eat bees? Or honey. They don't eat the bees.

Student : It can handle it.

Teacher: It can?

Student : Yeah, the two bears can handle the sting because the sting can't get through the hair.

[01:04:00]

Teacher: Their thick fur?

Student : Yeah.

Teacher: Mm-hmm (affirmative). How do you know that?

Student : I think it's really thick. I saw one at the zoo.

Teacher: You saw one at the zoo. All right. Turn the page.

Student : [inaudible 01:04:14] pandas at my family farm.

Teacher: I don't think pandas live on a farm. They live in china. I learned that earlier.

Student : No, my farm ...

Teacher: Okay. Whisper read with me. (in unison) "Giant pandas have food all year, but black bears don't always have food in winter. It's too cold. So, they snuggle in their dens. They sleep until spring. Then, it is warm and there is food. Since there's no food for the black bear to eat, he sleeps the whole winter. Do you remember what that's called?"

Student : Hibernating.

Teacher: Hibernating. Good, Student. Kiss your brain. Lets read the captions. Point to the caption next to the panda. Let's see what's going on there in the real life photograph. Point, point, point.

"There is bamboo all year round for pandas." Look, even in the winter he gets to eat.

Student : I know.

Teacher: Lets read the next caption. That looks like winter. What weather do we see?

Student : Snow.

Teacher: Snow. "There is not much food for black bears in winter, so they eat as much as they can in the spring, and in the fall, and in the summer so then they get really fat, and then they hibernate the whole winter.

Student : What if a little wolf...

[01:06:00]

Teacher: We learned about that for groundhogs day, right? All right. Lets keep reading. We

don't have much time. "Both bears have cubs in their dens. The cubs drink their mothers milk. When they are old enough, the cubs come out of the den." Oh, so they both have cubs. A cub is a name for a baby...

Student : Animal.

Teacher: Not just any animal, a baby bear is called a...

Student : Cub.

Teacher: What is it called?

Student : Cub.

Teacher: Okay, let's read the caption. Let's read the black bear's captions. Point to the caption with the black bear. Read with me. "This black bear has two cubs." Now, look at the two cubs in the picture. Do you see them? Ones kind of hidden.

Student : I see them. This ones kind of hidden.

Teacher: Yeah.

Student : Oh, yeah. This ones right up here.

Teacher: They're snuggling.

Student : No, it's right up here.

Teacher: Okay, lets read the caption for the giant panda.

Student : That's a baby.

Teacher: "Giant panda mothers have just one cub." They both have cubs. That's how they're the same, but how are they different, Student?

Student : They're kind of the same because they both have babies.

Teacher: Yeah, but they're different, because how many babies does the black bear have?

Student : Two, and there the polar- no, the panda...

Teacher: Panda has...

Student : One.

Teacher: Okay. Turn to the last page. On the last page, you'll see a chart. On that chart, its

[01:08:00] comparing. It's listing all the things we read about things that are the same, and that are different. I want you to quietly take one minute to read the chart on your own. When the lights go off, that's when you stop reading.

Student : Wait, do we do it on our own?

Teacher: Yep. Read the chart on your own. Are we being responsible over here? Student, what sight words are you making?

Student : Oh. Making...

Teacher: Student, what words did you make? R...s...with... please start to clean up. Student. Start to clean up please. Oh, thank you Student for freezing with your eyes on me. Thank you for Student. Clean up, and stand behind your chair.

Did you log out?

Student : I don't have to log out.

Teacher: No, if you don't log out someone else will get your stars, and that's not even your stars. This is Eli's name.

Student : I clicked on my name.

Teacher: Nope. You were using Student's. Go put it back please. Student, go move your clip up. Henry Baker, go move your clip up.

Student. Put it back in the bag. All right, this is our last job of the day. Check the chart. G, o.

Student : Go! Don't mess up the play doh.

[01:10:00]

Teacher: I know. I'm going to get- you can just let Jonah use it. I'm going to get some different bags for us.

Student, can you sit right here please? Student, can you see there? Thank you. Student, you're with us.