

3rd ELA Reading
Classroom

Teacher: [crosstalk 00:00:05] has it. [crosstalk 00:00:06] I like that I see Student reading already. I see people working on their green book. Showing me they're ready to start the day.

Student: [crosstalk 00:00:30]

Teacher: I will give you your planner back when I get everything ready for you.

[00:02:00]

Student: [crosstalk 00:01:12]

Teacher: You see, I don't know. [crosstalk 00:03:18] the rest of the [crosstalk 00:03:26] tomorrow.

Student: [crosstalk 00:03:28]

[00:04:00]

Teacher: The most part. That's [crosstalk 00:03:31] I like that I see almost everybody reading already. That means we're almost ready to go over green book. It is Friday so make sure you turn in your spelling and your 3 times each, and your take-home Thursday folders if you're somebody with a take-home Thursday folder. [crosstalk 00:04:16] I said take home Thursday. You have your folder? [crosstalk 00:04:23], you have a take-home Thursday right? Can [you give me 00:04:25] your take home Thursday? Spelling packets and take-home Thursday.

Student: I have a take-home Thursday folder.

Student: [crosstalk 00:04:47]

Teacher: Did you turn one in?

[00:06:00]

Student: [crosstalk 00:05:00]

Teacher: Show your planners [crosstalk 00:06:05] if you're done with your planner. All right let's go over green book. Go back to your seat and show me you're ready. Planners should be put away, get your plan out and your green book ready.

Student: [crosstalk 00:06:30]

Teacher: Student's ready, Student and Student are ready. Student's ready. Student's ready. Student's ready. Lots of people are ready.

Student: [crosstalk 00:07:11]

Teacher: Today we were looking at helping verbs and main verbs. You're supposed to read each sentence, underline the main verb and circle the helping verb.

Student: [crosstalk 00:07:34]

Teacher: A substitute? We'll check that. Let's check. I guess when we had the substitute, we didn't check that so go to 85 first. We'll check that real quick. That was finishing up our contractions. Number 1. Who can give me number 1? [crosstalk 00:07:53]? Is it, remember the apostrophes go where the O is. Student?

Student: Didn't.

[00:08:00]

Teacher: Didn't. Student?

Student: [crosstalk 00:08:03]

Teacher: Student? Student?

Student: Wasn't.

Teacher: Student?

Student: Aren't.

Teacher: Aren't. Last one, I mess up all the time. So do I, what do I do? Student?

Student: Can't.

Teacher: Can't. Student?

Student: Won't.

Teacher: Won't. It is not willn't. We say I willn't do that?

Student: No.

No.

Teacher: [crosstalk 00:08:27] Number 8. [Student. 00:08:27]

Student: Haven't.

Teacher: Haven't. Number 9. [crosstalk 00:08:32]

Student: Don't.

Teacher: Number 10? Student?

Speaker 11: Doesn't.

Teacher: Doesn't. Underline the contraction, write the words that form the contraction. You're breaking the contraction apart. Number 11. Did I call you already, Student?

Student: No.

Teacher: Student.

Student: Have not.

Teacher: Have not. Number 12, [Student? 00:08:58]

Student: Did not.

Teacher: Did not. Number 13. Student.

Student: Will not.

Teacher: Will not. Careful on that one. Number 14, somebody new. Student?

Student: Is not.

Teacher: Is not.

Student: Is.

Teacher: Good. Number 15, last one. [Student? 00:09:18]

Student: Has not.

Teacher: Has not, good.

Student: [crosstalk 00:09:25]

Teacher: Hopefully [crosstalk 00:09:27] and get clues, right? It says, a verb may be more than one word. The main verb tells what the subject is or does. The helping verb helps the main verb show action. The words have, has and had are helping verbs. Some examples. Mom and I have baked. Baked is your verb but they have baked. Number 1, you should have, what is it? Circle. Underline the main verb. You should have circled has and underline red. Circle has and underline red.

Number 2, circle have, underline talked. Make sure [crosstalk 00:10:21] Number 3, had,

circle and underline started. Number 4. Has, circle, underline asked. Pretty much you had to look for the word have, has or had, circle it, and underline the word after it. What number we're on?

Student: Five.

Teacher: Five. Four?

Student: Five.

Five.

Teacher: Have is circled. Decided is underlined. Had is circled, visited is underlined. Has is circled, planned is underlined. Good. Had is circled, hoped is underlined. Has is circled, announced is underlined and have is circled, made is underlined. Show me how you did on that today. Good, we'll have more practice the next few days so if you [crosstalk 00:11:25] make sure you look at this page tomorrow or Monday and double-check what you missed. It wasn't necessarily that most of you did the whole thing wrong, it was that you underlined too much. Double check that.

All right. Looking for people who are ready to start. Today we will be reading chapters 34 through 36. Does that mean we read chapter 37?

Student: No.

No.

No.

Teacher: Do we read chapter 36?

Student: Yes.

[00:12:00]

Teacher: Yes. 34 through 36 and you're stopping at 37.

Student: [crosstalk 00:12:04]

Teacher: Who can tell me what we do when we're finished reading? What do we do when we're finished reading? Student? When you're finished reading what do we do?

Student: [crosstalk 00:12:19]

Teacher: Get your summary. What do we do after our summary? I love all these hands this morning. Everybody's awake. You want the windows shut?

Student: [crosstalk 00:12:32]

Teacher: What's up?

Student: [crosstalk 00:12:36]

Teacher: Student, what do we do next?

Student: We do our [crosstalk 00:12:43] map.

Teacher: Map. Update your map. Then what do you do after you update your map? Student?

Student: You add a character trait.

Teacher: Add character traits. If there's possible character traits to update, you can update your character traits. All right. Let's do red group with me, yellow group with Ms. G. We will do, we're going to have those kids that aren't in here right now read outside so we're not going to do a whole group outside today. We'll do purple group over here. Green group in the middle and blue group around, can we handle being on the couch, blue group?

Student: Yes.

Teacher: [crosstalk 00:13:28] around the couch. I'll go by and fix your [crosstalk 00:13:31] and we'll get started. [crosstalk 00:13:35]? Can you [crosstalk 00:13:37] to read [crosstalk 00:13:40] these chapters outside the door. For [crosstalk 00:13:44] Thank you!

Students I see your group ready to start, I'll pass out your expectations sheet and I will pick a leader.

[00:14:00]

Student: [crosstalk 00:13:56]

Teacher: While you're waiting, talk about what we read. We missed a day because of field trip and a day because of sub. Tuesday. Look back at the chapters. What did we read? It was very exciting. The green tiger was in there.

Student: [crosstalk 00:14:21]

Teacher: Show me your [crosstalk 00:14:25] Student your turn. [crosstalk 00:14:43] Student [crosstalk 00:14:48] Who was leader last time? [crosstalk 00:14:51]

Student: [crosstalk 00:14:56] the leader? I don't know.

Teacher: Make sure you're talking about what you read last time before you start. County, can you grab me some cushions so you can make a circle so you don't have to [crosstalk

00:15:05]? You could share if you pull it sideways [crosstalk 00:15:09] Who was leader last time?

Student: [crosstalk 00:15:12]

Teacher: [Student 00:15:13] was last time? Are you in this group, Student?

Student: [crosstalk 00:15:16]

Teacher: Talk about what you read last time before you get started. [crosstalk 00:15:20] cushions, there's cushions [crosstalk 00:15:22] I like that I hear groups talking about what they read!

Student: [crosstalk 00:15:30]

Teacher: And the girl took the other and they left [crosstalk 00:15:51] Now they're going to go back to their village see what's going on. [crosstalk 00:15:58] Chapter 34. Which one is [crosstalk 00:16:01]? [crosstalk 00:16:03] asked the twins. My name's [crosstalk 00:16:05] The children laughed. [crosstalk 00:16:07] playing in unison. [crosstalk 00:16:10] the girl said. He's [crosstalk 00:16:12] You can just call us Da-Afu because we are always together. [crosstalk 00:16:17] Minli smiled. The exhaustion from a long night of worry had made her feel heavy [crosstalk 00:16:22]

The children's happiness seemed to [crosstalk 00:16:24] every word seemed to be [crosstalk 00:16:26] from weariness, their laughter pushed her toward [crosstalk 00:16:29] As they approached the spot, Minli realized that the yellow was flowers. In front of them was land full of green trees. The trees were heavy with bright blossoms and as the wind blew through the branches, golden flowers showered down like rain.

As they reached the trees, [crosstalk 00:16:47] spicy scent of the flowers, Mисley gasped. Beautiful! She said. The children laughed again, and the brilliant red of their clothes [crosstalk 00:16:56] golden yellow flowers in the trees seemed to make [crosstalk 00:16:58] Their brilliance was in contrast to the stone rooftop of the village below. The homes looked as though they had to be hued from the [crosstalk 00:17:08] Then they saw some flowering trees were the only things that [crosstalk 00:17:14] from the [crosstalk 00:17:15] soil.

The [crosstalk 00:17:18] That's our home, he told her. The village of [crosstalk 00:17:23] Village of [crosstalk 00:17:23]? That's a strange name. Why is [crosstalk 00:17:28] named after the flowering trees? It is, Dafu said. The story of the village of the [crosstalk 00:17:34] Over 100 years ago when our ancestors were brought [crosstalk 00:17:41] Everything was dull and colorless. The wind [crosstalk 00:17:45] Still our ancestors worked hard. They built houses of mountain stone, [crosstalk 00:17:50] and planted seeds [crosstalk 00:17:53]

In spite of their efforts, the land refused to bear a single plant and flower. However,

[00:18:00] even though it looked hopeless, our ancestors continued to work . Ancestors are the people that lived before us, that were related to you. Then one night when the moon was big and round, [crosstalk 00:18:11] with a strange fluttering sound. Our ancestors thought that a great storm was coming [crosstalk 00:18:16] A great storm was coming. [crosstalk 00:18:21] raindrops seemed to fall from the sky.

What strange rain it was. Round, [crosstalk 00:18:25] light. The raindrops looked like silver pearls. When they touched the ground, they disappeared. It's raining pearls! Our ancestors said to each other. Jewels from the moon! They rushed out with baskets and [crosstalk 00:18:38] catching what they could with [crosstalk 00:18:39] when the raindrops were caught, they did disappear. [crosstalk 00:18:45] were full. In the morning, our ancestors saw that the drops were not pearls or jewels. In the sunlight, they saw that they were really seeds but no one knew what kind of seeds they were.

Curious, they planted them in the hard earth. When the moon rose again one night, the strange rain fell again as well. This time our ancestors were not fooled. This time our ancestors were not fooled and just watched the drops disappear. The island [crosstalk 00:19:13] disappear into the ground but in the morning, the planted seeds were sprouting as [crosstalk 00:19:19] Night after night the seed rain fell from the sky and as daylight broke over the land, the seedlings grew higher.

Soon they grew into beautiful silver trees with golden flowers. They were so beautiful, our ancestors planted more and more seeds. Soon the whole village was [crosstalk 00:19:37] with hundreds and hundreds of flowering trees. Since then, our home was then called the village of the moon rain. We plant new seeds every day and every night until the moon rain falls and every morning we see new sprouts.

[00:20:00] [crosstalk 00:19:50] in 100 years, all this stony land will be covered with trees. The mountains will be as golden [crosstalk 00:19:56] That's cool, huh? All right, Student, read a little bit more.

Student: These seeds rained from the sky every night [crosstalk 00:20:07] Every night there's [crosstalk 00:20:12] That is why [crosstalk 00:20:16]

Student: [crosstalk 00:20:24]

Teacher: Interesting, talk about it. You don't want to talk about it? [crosstalk 00:20:59] What just happened there?

Student: We're talking about a story about [crosstalk 00:21:03] They thought it was [crosstalk 00:21:11]

Teacher: What was then [crosstalk 00:21:19] What did she want to know?

Student: She wanted [crosstalk 00:21:22]

Teacher: What was she asking about?

Student: I think about [crosstalk 00:21:27]

Teacher: She wants to know why, why those seeds fall. Do the kids know? No, they don't know. She's being very curious about it. She really wants to know now that they're home. [crosstalk 00:21:55] village. Do you think that everyone in her village is going to treat her as nicely as they're [crosstalk 00:22:00]? [00:22:00]

Student: No.

Teacher: No?

Student: Maybe.

Student: [crosstalk 00:22:10]

Teacher: Several chapters. Remember there was a storm?

Student: Yeah.

Teacher: When Minli was in danger and then there was a storm in her village.

Student: [crosstalk 00:22:31]

Teacher: Good, [crosstalk 00:22:36]

Student: When the sun shone, [crosstalk 00:22:38] Large tree branches had fallen [crosstalk 00:22:45] leaves had [crosstalk 00:22:47] When the villagers began to [crosstalk 00:22:52]

Teacher: Wow, everyone is [crosstalk 00:23:08] when their neighbors [crosstalk 00:23:11] They helped pick up the broken branches, swept broken bits of pottery and tiles from the street, and now [crosstalk 00:23:17] sat together at the table with the goldfish. Though mom heard nothing, [crosstalk 00:23:23] remembered the fish's words about the fear and the wind. It filled him with worry as he waited for the fish to speak again. However it remained [crosstalk 00:23:31] silent.

Student: Finally when mom was busy helping with the neighbor, Bob tried to question the fish. [crosstalk 00:23:41] You said there was [crosstalk 00:23:46] The fish stared at [crosstalk 00:23:57]

[00:24:00]

Teacher: Were you [crosstalk 00:24:48] slightly appalled. He's being sheepish, he said. Jerked his head up and he's being sheepish. What do you think this means? He's [crosstalk 00:24:59]

Student: Suspicious?

Teacher: He's trying not to act so suspicious, right? It's like [crosstalk 00:25:06] a little bit. He was sitting there talking to the fish. [crosstalk 00:25:10] slightly appalled. What [crosstalk 00:25:13] said awkwardly. Across [crosstalk 00:25:15] Mile's face. As she looked at Mile, [crosstalk 00:25:19] She did something she hadn't done in years. She laughed. You look so silly! [crosstalk 00:25:26] said. She was [crosstalk 00:25:28] Yes she would, [crosstalk 00:25:29] said. He too began to laugh. She would laugh until she cried. They laughed [crosstalk 00:25:35] but when they looked at each other, they could see the tears forming [crosstalk 00:25:38]

[00:26:00] This is the first time mom has laughed. Mom's a very solemn and sad person most of the time. What father's doing was getting her to remember about [crosstalk 00:25:53] laughter and joy and lots of things. Why do you think they were crying? Because they were happy? Or crying because they were sad? what?

Student: [crosstalk 00:26:02]

Teacher: They're thinking of [crosstalk 00:26:05] They said see the tears forming were not from joy. Even though they were laughing about the moment, then it made them miss [crosstalk 00:26:13] more. [crosstalk 00:26:14]

Student: Minli was so tired that she could barely remember what happened when [crosstalk 00:26:26] village. She hardly remembered the clammer of people gathering around them and the loud cheers as [crosstalk 00:26:37] told [crosstalk 00:26:39] about the [crosstalk 00:26:40] destruction of the green tiger. She vaguely remembered the big, soft hug from an elderly woman who pushed her inside [crosstalk 00:26:54] welcoming house. She did remember of the cozy, [crosstalk 00:27:00] feeling of falling into a bed [crosstalk 00:27:05] like holding a warm skin blanket [crosstalk 00:27:07] icy day.

Then [crosstalk 00:27:10] closed her eyes and slept.

[crosstalk 00:27:15]

Teacher: Comma.

Student: [crosstalk 00:27:27]

[00:28:00]

Teacher: Was she really in a warm oven [crosstalk 00:28:04]?

Student: No.

Teacher: No but that's [crosstalk 00:28:06] Her feeling she got because there's these big, rosy-red cheeked people in her face like, hi, good morning! You have all this heat and they're all

excited. Made her feel really good. Almost like she had a little family. [crosstalk 00:28:18]

Student: Time to go to bed. [crosstalk 00:28:31] Here, let me drink this. [crosstalk 00:28:43] poured some tea. [crosstalk 00:28:46]

Student: What are you doing? Asked [crosstalk 00:28:56] Uhh, nothing. [crosstalk 00:29:02] Are you cleaning your ear [crosstalk 00:29:05]

Teacher: What's the [crosstalk 00:29:11]? She took another sip of tea and breathed in the tangy fragrance which smelled familiar. [crosstalk 00:29:17] What does fragrance mean? What word tells us what fragrance means?

Student: [crosstalk 00:29:25]

Teacher: Fragrance [crosstalk 00:29:28] No, close. Student?

Student: [crosstalk 00:29:33]?

Teacher: She took another sip of tea and breathed in the tangy [crosstalk 00:29:37]? Student?

Student: [crosstalk 00:29:41]

Teacher: No. Tangy fragrance which smelled familiar. Fragrance is a smell. What fragrance [00:30:00] [crosstalk 00:29:52] apple. [crosstalk 00:29:55] fragrance. That paragraph, what character trait is Minli feeling right now? What character trait? [crosstalk 00:30:10] grateful. She is grateful. What is she grateful for right now?

Student: Having [crosstalk 00:30:18] taking care ...

Teacher: Taking care of her. [crosstalk 00:30:24] giving her a place [crosstalk 00:30:25] to drink. She's feeling very grateful. [crosstalk 00:30:32] Momma said. It is good. [crosstalk 00:31:00] touched by the green tiger or not. Minli stopped drinking. Is there enough of this for the [crosstalk 00:31:04]? Minli asked, remembering how [crosstalk 00:31:06] medicine. Maybe we should take this to [crosstalk 00:31:10] Don't worry they said. We have a lot of this. It's made from the leaves of the flowering trees.

[crosstalk 00:31:19] Why does it rain those things there? To give the medicine which comes from the flowers, right? Maybe they knew that there was going to be this dragon or this tiger that would hurt people and they would need this medicine. Maybe that's why [crosstalk 00:31:33] From the leaves and flowering trees. Da-Afu already brought a large dragon [crosstalk 00:31:43]

Yes, Afu said. The dragon is doing fine. He and [crosstalk 00:31:49] were talking to each other when I brought the pie. He even said thank you for saving me [crosstalk 00:31:53] Minli sat back, relieved, and cheered by their words. What was the green tiger? She did

[00:32:00] remember the [crosstalk 00:32:01] She said. How did you know this tea cured the tiger's poison? We found that out by accident, [crosstalk 00:32:09]

The [crosstalk 00:32:11] green tiger. When the green tiger discovered [crosstalk 00:32:13] ago, we quickly learned he was not an ordinary tiger. It was not his color or his size. It was the anger it had for us. First he attacked our livestock, the sheep [crosstalk 00:32:25] What's livestock?

Student: [crosstalk 00:32:27]

Teacher: Animals that live on a ...?

Student: On a farm.

Teacher: On a farm that you can eat. Livestock is live animals that we eat. Do we eat sheep? [crosstalk 00:32:37]

Student: Yes.

Yes.

Teacher: Not to eat, just to kill. [crosstalk 00:32:41] Evil, mean, dying animals [crosstalk 00:32:44] Whenever animals, [crosstalk 00:32:48] die within an hour or so. Vile poison of the tiger's touch. We knew it was just a matter of time before he caught one of us. We took the children and whatever animals we had locked inside. [crosstalk 00:33:01] and my husband studied furiously, trying to find out more about this powerful monster [crosstalk 00:33:05] We were running out of food when [crosstalk 00:33:07] finally discovered [crosstalk 00:33:09] the tiger was. When Agon was a young [crosstalk 00:33:13] he had [crosstalk 00:33:14] an old book of history.

That book was our ancestors' ancient text. It was how Agon discovered that the green tiger was the spirit of the magistrate our ancestors had tried to give the secret of happiness to. [crosstalk 00:33:28] instead. During his life, the magistrate [crosstalk 00:33:31] the spirit into so much rage that his body and spirit could not rest and instead, he turned into a tiger. Agon learned that the green tiger searched for all [crosstalk 00:33:42] had wronged him.

[00:34:00] The tiger would punish [crosstalk 00:33:45] and then, when he felt the punishment was complete, [crosstalk 00:33:50] Then he would find others who had wronged him and punish and destroy them as well. Who knows how many people he had hurt before [crosstalk 00:33:58] us. Perhaps we were lucky [crosstalk 00:34:01] ago. In desperation, when men decided to form a hunting party to [crosstalk 00:34:07] the tiger. [crosstalk 00:34:09]

Our swords and staffs were shattered by him. The hunting party returned, half of the men carried by the other half. All injured. The women and children tried to nurse the

injured, but they kept getting sicker and sicker from the tiger's poison. I began to [crosstalk 00:34:25] Though I had not [crosstalk 00:34:27] in the past, I thought perhaps hot water could wash away the poison from the wounds. Even though it was dangerous, I left the house to get water from the well. Just as I returned, I saw the tiger.

He was standing in front of our gate [crosstalk 00:34:42] I kept a far distance. [crosstalk 00:34:46] As soon as he left, I carefully rushed to the gate. The tiger had left a strand of [crosstalk 00:34:56] There was a piece of a broken vase [crosstalk 00:34:58] A mangled child's jacket and two, deep claw marks scratched into the stone. I knew it was a message but what did it say? The only person who would know would be [crosstalk 00:35:10] and he was sick and dying from the tiger's poison.

My eyes [crosstalk 00:35:14] I brushed them aside. [crosstalk 00:35:18] tiger. It was hard for me to keep from crying but I was blinded by my own tears. It was only when the fragrance filled the air that I realized that the water I was boiling had leaves from the flowering trees in it. They must've fallen in while I was hiding from the green tiger, but it was too dangerous to go for more water. Everyone was horrified when [crosstalk 00:35:37] I used the hot leaf water to clean Agon's wounds. Like magic, the [crosstalk 00:35:42] began to melt away.

[00:36:00] I couldn't believe it! And like magic, the poison began to melt away. I couldn't believe it. I gave A-Gong some leaf water tea to drink, and immediately his hoarse breathing was soothed and his face relaxed. Quickly, we used the tea on all the men and by the time the last injured man was given the tea, A-Gong was sitting up in his bed with Da-A-Fu at his side. "I was a fool," he said to us, "I should have known we could not fight the Green Tiger with more anger. We just add to his power that way. His anger is his strength, but it can also be his weakness. His anger can blind him, and that is when he is vulnerable.

Maybe if I can find who angered the magistrate the most, I can..."

Remember when Da-A-Fu killed him and they pushed him in the well or he jumped in the well?

Student: Yes.

Teacher: Because his dad, Agon, [crosstalk 00:36:28] anger is his strength but it can also be his weakness. He got him all angered and riled up remember? Told him that he, that there was a monster in the hole. Really, he was really angry and [crosstalk 00:36:41] because then he would [crosstalk 00:36:44] the well. It makes sense to you.

Student: [crosstalk 00:36:50]

Teacher: No.

Student: [crosstalk 00:36:54]?

Teacher: They were tricking him [crosstalk 00:36:55] there was another vicious monster that was [crosstalk 00:36:59] saying that you can't have [crosstalk 00:37:01] He was tricking him into thinking [crosstalk 00:37:04]

"You are definitely recovering." I had to smile. "Already you are making plans. But why don't you rest for now?" "No," A-Gong waved away my concerns, "I must learn more, immediately, before the Green Tiger does more damage." I knew then that A-Gong needed to see the Green Tiger's message right away. Da-A-Fu and I wrapped him in blankets and supported him as he hobbled to the gate. A-Gong looked grave as he examined the objects. Just as I thought, he knew right away what it meant. "What is the Green Tiger saying?" A-Fu asked.

[00:38:00] "It says if we give him two children every month, he will leave us in peace," A-Gong said. "This is the start of his punishment for us — the way we are to pay penance for our ancestors." "How does it say that?" Da-Fu asked. "Two claw marks next to a child's clothes means he wants two children, and the vase is a symbol of peace, the moon on it means every month. So he offers us a month of peace for two children," A-Gong said. "It matters not, we will not sacrifice even a baby pig to him."

They want, remember how she did say that to him? She said, I'll leave the two children [crosstalk 00:38:16] and now I'm one of them because this monster ate my brother, right?

Student: [crosstalk 00:38:23] "But A-Fu and I had other ideas," Da-Fu said, interrupting. "After A-Gong found out that the person who angered the Green Tiger the most was his own son — he was a king and he had banished the Tiger Magistrate from the kingdom — we made a plan!"

[crosstalk 00:38:59]

Teacher: Right.

Student: [crosstalk 00:39:06]

"Yes," A-Fu said proudly, "we decided we would trick the Green Tiger into getting so angry that he would destroy himself in the well. And our plan worked!"

"It was also a plan that we did not approve of or agree to," Amah said, shaking her head at them, even though she could not help smiling affectionately. "But now young Minli, you have heard our story but we have not heard yours.

[00:40:00] We know your name and that you are friends with a dragon and we can guess you are far from home. Why don't you tell us the rest?"

So Minli told them about Ma and Ba, their struggles in the muddy fields, the goldfish man and the goldfish. She told them about meeting the dragon that could not fly and

the monkeys and the buffalo boy. She told them about the King of the City of Bright Moonlight and the borrowed lines. She told them about her whole journey.

And as she spoke, Da-A-Fu and their grandmother laughed and gasped and stared in wonder. Sometimes Amah shook her head, sometimes Da-A-Fu would look at each other in disbelief.

Teacher: [crosstalk 00:40:48] But they did not interrupt once. "So all of this is to get to Never-Ending Mountain," Da-Fu said, finally. "We know where that is." "You do?" Minli exclaimed, sitting up in excitement. "Really?" "Yes, Never-Ending Mountain is nearby," A-Fu said. "About a day's journey." Minli looked at them in shock and no words could come out of her mouth. A day's journey! After all their days of traveling, Minli couldn't believe that they were so close. "As soon as your dragon friend is well," Amah said, "Da-A-Fu will take you there. And then you can return to your parents."

Minli smiled gratefully, but as she looked at their comfortable, round, pink faces — how both A-Fu and Da-Fu leaned against their grandmother with devotion and how she rested her hands on their heads with tenderness — Minli suddenly thought of Ma and Ba. A wave of longing washed through her and a dryness caught in her throat that the tea could not moisten.

She's super excited about [crosstalk 00:41:44] days away.

Student: She's excited [crosstalk 00:41:46]

Teacher: She's excited, happy and sad all at the same time. She's all sad now because she's realizing, gosh, Afu and Dafu also have a lot to be thankful for right? They have this wonderful family and [crosstalk 00:41:59] The fact of [crosstalk 00:42:11] because it's only a day away or [crosstalk 00:42:12] back home? [crosstalk 00:42:15]

Student: Maybe yeah. I think she's going to go to [crosstalk 00:42:23] she said she wanted to do that. She wanted to [crosstalk 00:42:27] the dragon.

Teacher: Do you think she'll still go in the water [crosstalk 00:42:33]

Student: I think the dragon, I think she's going to [crosstalk 00:42:35] the dragon and then the dragon [crosstalk 00:42:37] Dragon's just going to fly [crosstalk 00:42:39]

Teacher: It can't fly. How is it going to fly?

Student: [crosstalk 00:42:44]

Teacher: You think? [crosstalk 00:42:47] can fly?

Student: Yeah.

Teacher: [crosstalk 00:42:50] Minli wants to, what does Minli want to ask the man on the moon for?

Student: To give [crosstalk 00:43:01]

Teacher: To give their family a better fortune, right? Do you think dragon [crosstalk 00:43:05] find them?

Student: Yes.

Yes.

Teacher: What do you think dragon's going to ask?

Student: For wings to fly.

Teacher: Well he has wings.

Student: [crosstalk 00:43:13] to fly.

Teacher: [crosstalk 00:43:15] What if ... Yeah.

Student: Maybe his wings [crosstalk 00:43:20] that's why he can't fly.

Teacher: That might be good.

Student: [crosstalk 00:43:24] ask the old man on the moon which is the [crosstalk 00:43:27]

Teacher: Hold on. [crosstalk 00:43:36] Isaac! Isaac! [crosstalk 00:43:44] Come here.

[00:44:00]

Student: [crosstalk 00:43:52] That was fast.

Teacher: Who [crosstalk 00:44:11] You two. You three? What are we going to say? She is what?

Student: [crosstalk 00:44:18] Feeling grateful.

Teacher: She's grateful for those things and she's also beginning to feel a little ...?

Student: Happy, excited and sad.

Teacher: She's stoked, right?

Student: Yeah.

Teacher: She's stoked to go [crosstalk 00:44:29] It's only [crosstalk 00:44:29] days away [crosstalk

00:44:31] You need to add that in your summary as well. [crosstalk 00:44:35] Who do you have?

Student: I have [crosstalk 00:44:37]

Teacher: When you [crosstalk 00:44:38] Spark [crosstalk 00:44:52] memory because [crosstalk 00:44:53] together.

Student: [crosstalk 00:44:56] What is it called when [crosstalk 00:45:00]

Teacher: I'll definitely add that in your summary, Jacob. [crosstalk 00:45:07] You need to add that in your summary. Just because it's a character trait and it's not your character, all these things need to be added in your summary because those are all important things. [crosstalk 00:45:18] it's only days away.

Student: Days away!? Geez.

[00:46:00]

Teacher: One day. [crosstalk 00:45:46] Make sure you [crosstalk 00:45:49] The dragon [crosstalk 00:46:18]

Student: How was your day?

Teacher: Good, how's yours?

Student: [crosstalk 00:46:25]

Teacher: Add all the important words. All the important words. [crosstalk 00:47:08] in each chapter. [crosstalk 00:47:10] to figure out what you've read. [crosstalk 00:47:22] [00:48:00] [crosstalk 00:48:01] [crosstalk 00:50:00]

You finished your summary? You did your map? You did your character traits? All of them?

Student: [crosstalk 00:51:01] character traits.

Teacher: Well good. [crosstalk 00:51:06]

Student: You're using your books to help you with your summary.

Student: [crosstalk 00:51:40]

Teacher: Can I see your summary?

Student: Sure.

[00:52:00]

Teacher: Can I see your summary?

Student: [crosstalk 00:52:04]

Student: Next time do them right after each other.

Oh I see.

Student: [crosstalk 00:52:41]

Student: Can you tell me something about this village that [Da-Fu 00:52:53] was in?

Student: [crosstalk 00:53:06]

Student: Give me a little more.

Student: [crosstalk 00:53:10]

Student: Make sure you write [crosstalk 00:53:15] What about the [crosstalk 00:53:31] What about the village? [crosstalk 00:53:34] that village is [crosstalk 00:53:39]

Teacher: Did everybody make the connection? Who were Da-A-Fu's ancestors? Besides my group. We learned today how they connected to the story. Student?

Student: It was the family that were [crosstalk 00:53:57] the magistracy tiger [crosstalk 00:53:59]

[00:54:00]

Teacher: It was the family that had the happiness and the magistrate tiger got the [crosstalk 00:54:03] happiness from them. That's Da-A-Fu's ancestors. That should be in your summary today. [crosstalk 00:54:10] You should have that connection in there because that's relates back to another folk tale that Minli heard.

Student: [crosstalk 00:54:24]

Teacher: On your map today make sure you add the City of [crosstalk 00:54:26] The Yellow City.

Student: [crosstalk 00:54:33]

Teacher: We have about 5 more minutes until we're going to library so try and at least finish your summary. You can add to your map and character traits later, but do your summary while it's fresh in your brain.

[00:56:00]

Student: [crosstalk 00:55:48] [crosstalk 00:56:00] [crosstalk 00:58:00]

Teacher: About 3 more minutes. Try to finish your summary.

[01:00:00]

Student: [crosstalk 00:59:04] [crosstalk 01:00:00]

Teacher: We need to get ready for library. If you're not done with your summary just put your pencil in your book and leave it on the top in your notebook, not in your Where the Mountain Meets the Moon book. Leave it on top of your desk. We can finish after you get back from library. Group 1, grab your chrome books and line up. [crosstalk 01:00:38] Group 2 grab your chrome books and line up. Make sure if you have library books to read, that you're returning them. [crosstalk 01:00:58] Group 1, grab your chrome book and line up.

Student: [crosstalk 01:01:08]

Teacher: Group 3 grab your chrome books and line up. [crosstalk 01:01:15] I don't know. [crosstalk 01:01:29] She just wants you to [crosstalk 01:01:30] Group 4 line up.

Student: [crosstalk 01:01:33]

Teacher: Bring them just in case.

Student: [crosstalk 01:01:38]

Teacher: Everyone else right here bring your computers and line up.

Student: [crosstalk 01:01:47]

Teacher: About sitting in line quietly, facing forward, ready to go.