

3: 2nd_ELA_ReadingAstronomy_Main

Teacher: "student", where are you sitting? Chris-cross hands in your lap. Where's your marker? Close your marker, "student". Make it easy, "student" don't move around, stay in the same spot that you start with.

Student: That wasn't me.

Teacher: Oh okay. You got the twins confused, "student". That was "student". Okay good morning boys and girls.

All: Good morning TEACHER.

Teacher: "Teacher". Okay. All right let's get started with our Pono values. We're going to review our Pono values for our class. I'll use this one. Our Pono class

All: Our Pono class

Teacher: Looks like

All: Looks like

Teacher: Students are

All: Students are

Teacher: Looking at the speaker

All: Looking at the speaker

Teacher: Paying attention

All: Paying attention

Teacher: Taking turns

All: Taking turns

Teacher: Working in teams

All: Working in teams

Teacher: Okay so think to yourself. I want you to think about when we're in centers today what's one thing that you're going to do to work in your team. Thanks. What's one thing you're going to do to show you're working in teams. "student".

Student-1: Don't be the boss.

Teacher: Can you say that a little louder?

Student-1: Do not be the boss. [00:02:00]

Teacher: How do you share responsibility?

Student-1: Take care of yourself.

Teacher: Take care of yourself, listen to others, let somebody else have a turn. My old trick as a teacher count to ten before I say something. "student"?

Student: Don't play around.

Teacher: Don't play around, remember what is it we're going to do to work in a team. "student"?

Student: Don't ... Pay attention to the speaker and follow instructions.

Teacher: Okay awesome. Our Pono class.

All: Our Pono class

Teacher: Sounds like

All: Sounds like

Teacher: Students are

All: Students are

Teacher: Talking about learning

All: Talking about learning.

Teacher: Speaking and listening.

All: Speaking and listening.

Teacher: Solving problems.

All: Solving problems.

Teacher: Using kind words and eye messages.

All: Using kind words and eye messages.

Teacher: What are you going to sound like when you're solving problems today. Especially when you get frustrated in your team, if you get frustrated. "student"?

Student: Don't argue or fight.

Teacher: All right. "student"?

Student: Remember that we're being in a team.

Teacher: Okay that's always nice, yeah. Okay,"student"?

Student-1: Shakavoices.

Teacher: Shakavoice. What is a Shakavoice?

Student: Going all the way to your pinkie.

Teacher: Okay so you want to use your Shakavoice, so you don't want it to go too much further then the end of your Shaka.

Student: How can you make it?

Teacher: If you're talking so loud that everybody in the room can hear, that's not a Shaka voice. That's more like a yardstick voice. Shaka voice. Okay. All right any other idea for solving problems in a Pono way. [00:04:00] "student"?

Student: Do what you need to do on top of the ...

Teacher: Instructions? He's saying take care of business, do what you need to do, and don't do other stuff. There's plenty of assignments tasks for you to do in your centers that you really don't have a whole lot of time to be arguing about solving problems. Having a positive attitude towards solving our problems. All right.

Our Pono class

All: Our Pono class

Teacher: Feels like

All: Feels like

Teacher: Students feel

All: Students feel

Teacher: Excited to learn

All: Excited to learn

Teacher: Respected

All: Respected

Teacher: Challenged

All: Challenged

Teacher: Awesome

All: Awesome

Teacher: Okay, what is ... Remember when we talked about feels like? What's one thing you can do in your center, we've talked about this before, that just makes everybody feel good? "student"?

Student: Say nice words to each other.

Teacher: Yes absolutely. "student"?

Student-1: Work together and don't bully.

Teacher: Okay.

Student: Smile

Student: Always smile.

Teacher: Smile because when you smile what are you telling people?

All: That you're happy.

Teacher: That you're happy. That you want to be doing the activity. That you want to listen to them. Your body language shows a lot about how you look in a center, because if you have a real grumbled face like [makes face] and you're giving stink eye well the other person isn't going to be real excited to work with you. If you smile and if you're patient, if you count to ten, if you use kind words, if you stay on the task [00:06:00] like you just said then your center activity is going to feel good. Then when we come back down for our debriefing I should see thumbs up, because everybody's worked together with a good attitude.

It sounds like you guys had a great recess, so just remember to leave all that playfulness on the field, okay?

All: Yes.

Teacher: Okay let's review our big idea question is, "What have we learned about the world that surprises you?". What have you learned about the world that surprises you? At the end of the day you'll be sharing a question again, just like we did yesterday, so what your question is. For this week our question was, "What can we see in the sky?". Can you please repeat that?

All: What can we see in the sky?

Teacher: We're reading literature fiction, now literature fiction is stories that have some type of dialog. Dialog is when people talk to each other and you'll see quotation marks. All the stories we've read so far include people talking to one another.

Our skills and strategies

All: Our skills and strategies

Teacher: I am learning

All: I am learning

Teacher: Words with long i sounds

All: Words with long i sounds I I I I. I am learning to decode words by using syllables to break them up into smaller parts. I am learning that compound words have two smaller words joined together to make one word. I am learning to reread as a strategy to understand parts that you may not understand or missed. I am learning that sequence tells the order of events [00:08:00] in the story. We will use first, next, then, and last to tell the order of events.

Teacher: Okay. I'm going to review our centers for today. Let's see. It's a yellow day. With ... We have four students out so you may end being at a group that was scheduled to have four people but maybe there's only one or two or three, so just work together to share the work equally if it's group center. If you have a pair center and there's one person that is extra then you can make a tripod so the three of you can work together.

First group, fluency center. The fluency center you all will be working with me. We're briefing right now you need to come back down, it's not the time. Thank you. Okay, so fluency center if you read a different set of stars you'll be working on comprehension with me today. This is a group activity. We can tell because there are four stick figures.

The phonic center, there are two stick figures means that it is a ...

All: Two person group.

Teacher: Two person, pair. In the phonic center there may be as many as six people at the center at one time. That would mean there would be three groups of two. As a reminder, inside you have all the instructions. There's enough for each of you, for each pair to have each of the sheets. You're going to go ahead and you're going to review the long i letter blends [00:10:00] and then you're going to complete the practice worksheets. I included two this time. Okay.

Student: What if we're done with that?

Teacher: Well there's a writing activity at the end, so the writing activity just continue to be more creative. I think with ... I think this will be more than enough work. If you do finish it. There's a little note here it says, "Did you finish before time is up? You can make a list of words with long i letter blends" and you can do that on the back, okay? You can refer up to our learning targets and then also your worksheets to help you with those i sounds, and they're also written on the paper. Can you take this to table four, please?

Tech center, there's one stick figure. What does that tell us?

All: Only one person.

Teacher: On your own, okay? You may do achieve 3000 or wonders. Thank you.

Our science center, it is how many?

All: Four

Teacher: Four because we have ... This means it's a ...

All: Group

Teacher: Group activity, okay? As a reminder you're going to first read the story "What Makes Day and Night", okay? Then there are directions here. It tells you step one take turns reading the book "What Makes Day and Night". Step two practice our match match strategy by finding the missing word in each sentence. You'll need to reread the book to find the sentence, okay? Make sure you go back and look closely. You could probably fill in the blank with a word that makes sense but the idea here is to get more strategic about when we reread. Rereading for information. Often times I see that when you reread you sometimes just breeze through the reading without really putting a lot of effort into finding the meaning. [00:12:00] I'm hoping with this activity it will slow you down a little bit and make it a little bit more purposeful when we read. When we practice that match match strategy when we're taking our assessments it's a

little bit more easy and natural for you. Also beyond assessments it's a very good strategy to know with learning to read for information. Table two please.

Vocabulary review, we have ... How many people are here?

All: Four

Teacher: This means it's a ...

All: Team

Teacher: Group activity. It is up to you how you want to organize our cards. If you'd like to break them up. If you'd like to use them as process of elimination, put them away once you get the answers, that's fine with me. Make sure you are sharing the responsibility. How many writers are there?

All: One

Teacher: One writer, but how many people are working?

All: Three

Teacher: Three or four, everyone is. All right if you can please take that to table one. All right and let's see. When you get your strip, your task card, your rotation schedule, shall I say that go ahead and stand by the desk and when I ring the bell you guys can get started.

"student" is not here. Okay let's see. "student", "student", "student", and Student. "student", "student", Student-3, Student-4. Student-4's not here. [00:14:00] Student-2.

Student-2: Yes tech.

Teacher: "student", "student", "student". All right stand by your desk until I ring the bell. We will have about 12/13 minutes in each center. [bell rings]

Hello is this the same group that worked together yesterday? Did you guys read together yesterday?

Student: No I wasn't here yesterday.

Teacher: Oh you weren't here, were you?

Student: Yeah I was in class but not in this rotation.

Teacher: Oh in this rotation. Oh you didn't come to this center but you did have a chance to read "A Different Set of Stars" correct?

Student: Yeah I read it.

Teacher: Okay we're going to share some responsibility in retelling the events in the story. Here turn these around for you. Okay so first off tell me ... Let's do a picture walk and look through the book and let's talk about what was something that you read in the story, "A Different Set of Stars" yesterday? Starting with page two and three and just feel free to share. What happened? [00:16:00] Starting on page two. What's happening on page two?

Student: [crosstalk 00:16:20]

Teacher: I see you reading the first cha ... The first paragraph, but what I want you to do right now is I just want you to look at the picture and be reminded of what we read. What you all read about.

Student: I think ...

Teacher: Who's this girl?

Student: Anita?

Teacher: Anita okay. What do you notice about in the picture? Stay focused"student".

Student: She packing her stuff to go to a place.

Student: She's playing with her cat.

Teacher: Is she playing with her cat? She is but what do you think she's doing with her cat?

Student: She's bringing it with her.

Teacher: She wants to bring it with her. What is this? In this picture what are those details right there?

Student: She's packing up all her [00:17:23]

Teacher: She's packing, why?

Student: Because the next neighbor is going to take Muffin and [inaudible 00:17:29]

Teacher: The cat's name is Muffin. Well where are they going?

Student: To Brazil.

Teacher: Why are they ...?

Student: Their mom wants to go there to take pictures of the birds in the rainforest.

Teacher: Where did you find ... Where do you remember seeing that information?

Student: [crosstalk 00:17:50]

Teacher: I think that you saw, let's look right here. There is [00:18:00] Anika and Isabella Anita and Isabelle are who? They are sisters. Where do we see where it says how they are related?

Student: They are twins.

Teacher: Where do you see that?

Student: Anita and Isabel are twins, but Isabel is older by three minutes.

Teacher: If we are writing the sequence first, who is the story about?

Student: Isabel and Anita.

Teacher: First Isabel and Anita. What are they doing what do you see?

Student: There packing up because they're going away to Brazil.

Teacher: Packing up to go on a trip to Brazil. Can we find the evidence that she's going to Brazil? Where does it say? Where does it say the word Brazil?

Student: Right here.

Teacher: What page is that?

Student: Page 4.

Teacher: Can we find where on page 4 says that?

Student: It says we are going to Brazil with their mother. Because they're going on an adventure.

Teacher: See right. And she is a what?

Student: A photographer.

Teacher: Photographer. That's okay, that's why we have a second day and meet together. Their mother ... Why, why are they going to Brazil?

Student: So that their mother can take pictures of the birds.

Teacher: Going to take pictures of birds.

Student: Is Amazon the right word?[00:20:00]

Teacher: Amazon yeah. I have a map, pardon me, I have a globe here and I just want you to see where Brazil is compared to where we are. So we are right here in Hawaii, right here.

Student: We live in a small island.

Teacher: We sure are, and Brazil is in South America and it's that right there.

Student: It's huge! How far is it?

Teacher: It's about ... This will help you. Most likely Anita and Isabel live in North America on the mainland, most likely, because it didn't said that they were leaving Hawaii. They are going on a trip so they are going to fly from here, all the way here. Let's continue. This is what we have on we are talking about sequence. This is what we have first. First Isabel and Anita ... What word is missing?

Student: Are.

Teacher: Are, okay. Packing up to go on the trip to Brazil. Their mother ...

Student: Is going to take pictures of the birds in the Amazon jungle?

Teacher: Okay. First. Student-5, I'd like to put you in charge of then. Okay? Let's tell him what to write. Select start looking through chapter 2. Are they in Brazil yet? Looking at chapter 2?

Student: Yes.

Teacher: How can you tell? You are on chapter 1. [00:22:00]

Student: They aren't in Brazil, they are in the jungle.

Teacher: Well maybe the jungle is in Brazil. So the next ...

Student: Then finally they arrived at the jungle Lodge.

Teacher: Then they, what would be next? Then they arrive in ...

Student: The Amazon jungle Lodge.

Teacher: In the ... Where's the text evidence that says Amazon? Looking back. It told us. Then they arrived ...

Student: At the Amazon.

Teacher: In the Amazon. Okay. At a lodge, that word lodge, do you know what that word lodge means?

Student: It's like you're ... going up to space?

Teacher: Does this look like they are ...

Student: Like a place that has lots of food and stuff it's like a store or something.

Teacher: Where would we stay if we were in Waikiki? And we were Taurus we were visitor, where would we stay?

Student: In a hotel, and a lodge.

Teacher: In a hotel. Hotel and Lodge are similar. A large might be just not as fancy of a hotel. The Lodge. Let's spell Lodge for "student". L-O-D-G-E.

Student: Is this the hotel that they are going in?

Teacher: I think so. What do you think?

Student: It looks like a cabin.

Teacher: [00:24:00] So maybe a lodge is like a type of the cabin. So with the cabin that gives you food and drink. Like fancy camping almost. Arrive in the Lodge, L-O-D-G-E. What are they doing here? So what are they doing once they are at ... What do you notice?

Student: That it's sunset?

Teacher: That it is almost sunset, you can add that. Then they arrive at the Lodge, it was almost sunset. That's fine, just write it doesn't need to be perfect.

Student: The sun is right here.

Teacher: That's a good evidence that you can see. That's fine, just keep going. While he finishes, what are they going to be doing next?

Student: They are looking at the lodge.

Teacher: Okay, so that's what you might be writing. I'm going to get you a pen. Five more minutes. [00:26:00] What's our transition word here? In sequence we have first, then, next. What do they do? They look at the stars. Do you need a better pen? Here, this one should be better. "student", why don't you give that one to "student". They look at the stars. Don't worry about it it's fine. "student" and

“student” what are we going to include next? They look at the stars, and they start to have a conversation, and this goes back to the title of the book. A different set of stars. [crosstalk 00:27:22]

There is a problem with the Big Dipper. Do you see where it says something about the big dipper on page 10? Anita says "I can't.."

Student: Find the Big Dipper?

Teacher: "I can't find the Big Dipper.", Anita grumbled, she turned to her big sister, "If you're so smart why don't you find it for us, miss know it all?" [00:28:00] This goes back to on the next page, on page 11, it says "You won't find the Big Dipper here", said mom "We are south of the equator." she picked up an orange from the fruit bowl on the table, "Pretend this is earth. Can you see why people see a different set of stars?"

Remember how I showed you on the globe? So they started here and they ended up down in Brazil. If you are above the equator which is this red line, which is the middle of the earth, you see one set of stars up here, you see a different set of stars if you are down here. This is the northern hemisphere. This is the southern hemisphere. The sky is up here right? So you can see what the sky looks like Above the atmosphere. So they are looking up and can see the big dipper. If you are here where are you looking? You're looking at what the sky has here so they see a different set of stars. We are going to an Imaginarium in about a month and we will be able to see ... they will show us a movie, and they will be up to show us a little more about why you can't see the same stars in the northern and the southern hemisphere. This is the problem, she's confused. So what is mom doing during this time?

Student: [crosstalk 00:29:29] Trying to show the mothers a different set of stars on top of the equator than there are at the bottom.

Teacher: So the next thing, look at the stars. Who had the problem of not being able to see the Big Dipper?

Student: Isabel.

Teacher: Who said I can't see the Big Dipper?

Student: [00:30:00] Anita.

Student: Do we have to do number nine?

Teacher: Yes. How do you know that? She says, "I can't see the big dipper", Anita grumbled. We are almost out of time. What is another compound word that you may be found here.

Student: It's nighttime.

Teacher: Nighttime is a compound word. Any others?

Student: Herself.

Teacher: Herself, is that a compound word? Southern Cross. I wish we had more time to talk about it but we have to go on to our next rotation. Can you erase your board? Pack it up. Turn in your papers please. That's fine. Thank you.

Student: This is a good eraser.

Teacher: I know. It is a good eraser is in it? Want to erase these two boards? You can leave these two papers out and then you can stand up, so just leave this on top. Thank you. [00:32:00] All right, table, the science Center group could you please bring me your paper we are going to move on. I appreciate you working really hard to answer that question. Teo we've got a move on Sadie. I know we didn't finish our work either. I understand, I want you to do more than one activity today. How do you show that you're ready Student-2? I will ring the bell once you're ready. Is it just you two? I can't believe it. I am going to read a story about twins with twins right now. How funny and cute is that? Timer is on, get started if you haven't already.

We are going to start off by doing a picture walk. Let's talk about what happened in the story, from what you remember from reading yesterday. Starting with page 2, looking at that picture what do you see?

Student and Student: Anita is hugging her little Muffin.

Teacher: Why?

Student and Student: Because she is going to miss her.

Teacher: Why is she going to miss muffin?

Student and Student: Because she is going to Brazil.

Teacher: Why are they going to Brazil?

Student and Student: Because their mom is a famous photographer and they're going to go take pictures.

Teacher: Brazil, do you know where Brazil is?

Student and Student: Yes.

Teacher: Do you want to show me on the globe where Brazil is?

Student and Student: [00:34:00] I think South America.

Teacher: Excellent. And then we can see ... where are we?

Student and Student: We are almost to Brazil, that would take five hours.

Teacher: Probably more like I would say 12 to 15 hours. That would be my guess, on how long it would take to get to Brazil. I can be a question that you have at the end of the day when we are sharing. Let's continue. Boys and girls. Boys at table 4, phonics practice is a group or partner activity? Partner. Thank you.

Student and Student: After we tell this were going to write it?

Teacher: We are going to talk about the sequence but let's continue our picture walk first from chapter 1. So she is a famous photographer and where she going to take pictures?

Student and Student: In the jungle.

Teacher: In the jungle where?

Student and Student: In the Amazon jungle.

Teacher: In Brazil. We are going to write the sequence, so each of you does get to get one. I'll start off first ...

Student and Student: What about the pen?

Teacher: These pens aren't actually working that well. .We are just going to share a pen. So first please tell me what to write.

Student and Student: First ...

Teacher: Isabel ...

Student and Student: Anita was saying I'm going to miss the muffin.

Teacher: Is that the most important, that they were saying goodbye? What is the most important thing that I need to know?

Student and Student: Isabel and Anita are going to the Amazon jungle with their mother so that she can take pictures of animals.

Teacher: [00:36:00] Isabel and Anita are going on a trip to Brazil with their mom ... Who is their mom? Who is a ...

Student and Student: Photographer.

Teacher: Photographer. Do you want to clap that out? Pho-To-Gra-Pher. Okay. Why would she want to go to the Amazon?

Student and Student: To take pictures.

Teacher: What is she going to take pictures of? Page 4. The evidence, what does it tell us?

Student and Student: She is going to take pictures of birds that live in the Amazon jungle.

Teacher: Awesome. What you think a lodges?

Student and Student: Like a cabin.

Teacher: It's a cabin. Let's look at this picture on page 6, when they have arrived. Is it a house or is it a lodge?

Student and Student: A Lodge.

Teacher: How do you know it's a lodge?

Student and Student: I has a roof, windows, and it uses words to combine the two things.

Teacher: Excellent. "student" you are going to be in charge of writing next okay? So we are writing are sequence events so next ...

Student and Student: Next they arrived at the jungle Lodge.

Teacher: Okay. Next they arrived at the jungle Lodge.

Student and Student: Is arrived two e's?

Teacher: No but it is two R's though. [00:38:00] Club it out, don't worry about it just cross it out it'll be fine or I can erase it here I will beer eraser. They arrive at the jungle Lodge.

Student and Student: Their mother took out the camera and they started looking for birds to take a photo of.

Teacher: They arrive at the jungle lodge. So I would consider that as settling in. You guys stayed at a hotel in Waikiki? You check in, you start to settle in.

Student and Student: Like the Marriott, the hotel. And they let you go sit at the pool and wait for your hotel room.

Teacher: So that's what you do before you even check-in you get to go on the pool. What happens, let's look on page 8 and nine, what's happening now?

Student and Student: They want to go change and get ready for dinner.

Teacher: After dinner what happens?

Student and Student: They realize that the Big Dipper is missing so the mom shows them ... She uses the orange as the earth and she talked it out that only when the earth spins, only one half can see the big dipper than the other half. This is the Southern Cross.

Teacher: The Southern Cross. When they arrive at the jungle Lodge ... I am going to start writing just to go a little bit faster. Okay? So after that, that's another sequence word, after dinner they look at the stars. [00:40:00] And who is upset that they can't see the big dipper?

Student and Student: Anita.

Teacher: It looks like she says I can't see the Big Dipper, everything is different here. Who do you think is pointing here?

Student and Student: Anita.

Teacher: I think we could just look and see ...

Student and Student: You can tell right here. This is Anita, this is Isabel.

Teacher: This one looks to me like she couldn't see the big dipper. It looks to me like Anita has her hair down, and Isabel has her hair in a ponytail.

Student and Student: This is Anita and this is Isabel.

Teacher: Five minutes. Anita is upset that she can't see the Big Dipper. I also brought this globe out so you can see, you did a great job explaining. This red line right here this is the equator. You can imagine that there are stars you can see up here but can you see what's going on down here?

Student and Student: No.

Teacher: That's like when there is a day and night. There may be day here, and night here. Or day here, and night here.

Student and Student: The people over here at the science Center, the people over here they travel over here, than over here, and then up. It went like this.

Teacher: [00:42:00] Were they chasing the sun?

Student and Student: No. They went here, and then over here, and then over here, and here.

Teacher: I will have to take a closer look. So down here, so up here you can see the big dipper and when you're in the southern hemisphere you see the Southern Cross.

Student and Student: What is the Southern Cross?

Teacher: The Southern Cross looks like this constellation over here. I believe they show a picture of it right here, the Southern Cross.

Student and Student: It looks like the small dipper, because that's the handle and this is the ...

Teacher: Right here, they are saying she saw a group of a bright stars that form the shape of a cross, Do we see the cross?

Student and Student: I see it now.

Teacher: You seem more like of the flag but this is a southern cross, so if you are in the southern hemisphere you can see the Southern Cross and if you're in the northern hemisphere you can see the big dipper. We are right here. Would we be able to see the big dipper, or the Southern Cross?

Student and Student: The Big Dipper.

Teacher: Right. Because we are in the what?

Student and Student: North.

Teacher: Northern hemisphere. Anita is upset, so we have three minutes, so let's wrap it up. So mom explained, so last ... So last, mom explains that ...

Student and Student: That you can only see the Southern Cross from here. If you are in the top you can see the big dipper.

Teacher: [00:44:00] Lost mom explains that they cannot see the Big Dipper why? Because they are now in the ...

Student and Student: Southern Hemisphere.

Teacher: Southern hemisphere. I think she says actually she says south of the Equator. "You won't find the big dipper here", mom says, "we are south". We are south of the equator. What could they see? What constellation can they see here?

Student and Student: The Southern Cross.

Teacher: They can see the Southern Cross in Brazil. All right, let's read over our sequence. Can you read together?

Student and Student: First Isabel and Anita were going on a trip to Brazil with their mother who is a famous photographer. Next they are arrived at the jungle Lodge after they arrived they looked at the stars Anita said that she could not see the Big Dipper. Last mom explains that they cannot see the big dipper because they are south of the equator, they can see the Southern Cross in Brazil. Can the writer erase it?

Teacher: Sure. Before you can go. [00:46:00] One second could you guys find any compound words? Okay that's the bell start cleaning it up.

Student and Student: Photographer?

Teacher: Photographer? A Grapher and a photo? So that makes sense, photograph. What about Moonlight? What does Moonlight mean?

Student and Student: Light made by the moon.

Teacher: Light made from the moon. I'm going to erase real quick, sorry. All right stand up. Show me that you're ready to move on I am waiting for one more paper. Or two more papers I believe. Use kind words Student-2. Thank you. Are you guys all right over there? Are you sure? "student" are you all right over there? Kind words please. I am not quite sure but your team seems to be a little bit upset so all of you need to work a little bit better together. You have an option not to do centers. If you'd like to do centers make a choice. Have you made your choice? [00:48:00] Last center, and you may move.

We have a four pack awesome. You can hand us to me, I will take them. Thank you. What we are going to do now is we are going to go ahead and look through the story. You all had a chance to read it yesterday correct? We are going to talk about it, do a picture walk, and then we are going to work on writing the sequence of events. Knee down. It's time to focus. Are you on your own "student" today? Okay, you can make that an independent activity. Why don't you take that over there and you guys can kind of do a hybrid a little bit of both.

Page 2. We are doing a picture walk. What do we see happening so far, In a different set of stars?

Student: They are moving to Brazil.

Teacher: Who are they?

Student: Isabel and Anita.

Teacher: Isabel and Anita, okay. [00:50:00]

Student: Can I go to the bathroom?

Teacher: Quickly. Just to help clarify, we had this discussion in our last group, with “student” and Student, That the girl with the long hair is Anita and the girl with the ponytail is Isabel. That is something that we clarified right there. So where are they going?

Student: They are going to Brazil.

Teacher: What are they going to do in Brazil?

Student: They will visit their grandpa.

Teacher: Are you sure? Let's look on page 4. Let's reread page 4 and see.

Student: The twins are going to Brazil with their mother, she was a famous photographer. She was going to take pictures of birds.

Teacher: When we are going to start a sequence, what word do we use?

Student: First.

Teacher: First. What did we just talk about? First Anita and Isabel ...

Student: First Anita and Isabel were going to Brazil to take photographs of birds.

Teacher: Are they taking the photographs?

Student: Their mom ...

Teacher: Okay, going to Brazil with who?

Student: Their mom.

Student: Can I use the bathroom?

Teacher: When “student” gets back. With their mom ...

Student: Their mom is a photographer.

Teacher: A photographer. So she will take pictures of birds. [00:52:00]

Student: How old is Anita?

Teacher: That is a good question, do you think that is the most important? Probably around the kids age, and elementary school, maybe around your age perhaps?

Student: Maybe they are 10?

Teacher: So maybe a fourth or fifth grader? They might be a little bit older than the two of you. Let's look at chapter 6, I mean chapter 2. Pages six and seven. Where are they now?

Student: In Brazil.

Teacher: Where are they staying? What's it called?

Student: Jungle Lodge.

Teacher: What's a lodge?

Student: It's this place where you ... it's kind of like a hotel.

Teacher: It's a large so you might ... Go sit down. Lodge is kind of like a hotel, motel.

Student: What's a motel?

Teacher: A motel ... well in Waikiki we have a lot of hotels that are expensive because people come and take vacations here in Hawaii. [crosstalk 00:53:33] We have a lot of people here who work at hotels, because we have a lot of tourists that come. That is when you pay money to stay the night in a room. A lodge may be a little bit more like camping.

Student: [00:54:00] I wonder where they are sleeping.

Teacher: Where do you think they will sleep? What you think is inside the Lodge?

Student: Beds?

Teacher: Probably beds. I don't know if they show pictures. I looks like they show some pictures of what it looks like inside of the Lodge. We just reviewed this. To catch up, so first Anita and Isabel were going to Brazil with their mom. Their mom is a photographer, she will take pictures of birds. We got a little bit off track talking about the Lodge, let's go back to the sequence. So next what happens? Where are they?

Student: In Brazil.

Teacher: So next they arrive at the what?

Student: At the jungle Lodge.

Teacher: In Brazil. Do you know where Brazil is? Here is, I believe that they are starting and North, on the mainland, and they are traveling to Brazil which is right down here. Do you see it?

Student: While Brazil is huge.

Teacher: Yeah it is a very large country. And here we are.

Student: It's so small. Australia!

Teacher: Let's keep focused, we don't have a lot of time. Islands are very very small.
[00:56:00] So next they arrived at the lodge in Brazil. What did they do after they had dinner?

Student: They go to the porch and talk about stars.

Teacher: So this is what the Lodge kind of looks like. That looks like it could be a home right? What are they doing? They are looking ... It says the Big Dipper is missing. After dinner, they ...

Student: Go out to the porch and look at the stars.

Teacher: Go on the porch and a look at the stars. It does look like a big spin in the sky. What transition words should we use now? We used first and next what should we use now?

Student: After. Next.

Teacher: How about then. Who says that the Big Dipper is missing? Can you look back and see? Who is her?

Student: Anita.

Teacher: Where do we see that as the evidence where she said that?

Student: I just see her.

Teacher: You do see her, but they are it also says in words on page 10. I see you looking at the pictures, I would like you to look at the text. At the words. I see right here. Can you look with me? It says, she looked for one star pattern she knew, "I can't see the big dipper. Can you see that?" Anita grumbled. [00:58:00] We are still looking on page 10 I would like you guys to point so that I know you're following along. Can you point where it says that? Then Anita says what?

Student: I can't find the Big Dipper.

Teacher: What does mom do then?

Student: She grabs an orange out of the basket and she acts like it's the earth.

Teacher: Okay., and what does she explain? What is she telling? Focus. We are looking for what mom is telling Anita.

Student: Pretend this is earth, can you see why people here see a different set of stars?

Teacher: Isabel and her mom they started off here. Way above the equator. This red line splits the earth and half, so here is the equal eater. When you look right here you can see a certain set of stars or constellations.

Student: This is daytime, and this is nighttime. Because half is facing the sun and the other half is facing darkness.

Teacher: The same thing applies. Let's think about where the stars are. If you're looking up you're going to see the stars right here right? But if you are down here they are going to see a whole different part of the sky because they are below the equator. So what is mom using the orange to do?

Student: To explain that. [01:00:00] She is pretending it's the earth.

Teacher: Mom uses an orange to explain what?

Student: To explain about the earth, about the equator.

Teacher: To explain about the Equator and what?

Student: And the universe.

Teacher: What consolation can they see? Let's see, it says it right here. It says that you can see the ... You won't find. You can see a different set of stars, and that is going back to the title. She says that, you can see the Southern Cross from the southern hemisphere below the equator. Let's reread really quick.

Student: First Isabel and Anita were going on a trip to Brazil with their mother who is a famous photographer, she will take pictures of birds. Next they are arrived at the Lodge in Brazil. After dinner they go out on the porch and look at the stars above. Then Anita says that she can't find the Big Dipper. [01:02:00] Finally mom uses an orange to explain about the equator and the universe.

Teacher: So what are the transition words we used?

Student: First, then, next, finally.

Teacher: We didn't use last we used finally. All right Students and girls, time's up. Come and take a seat on the floor, and make a circle on the floor. Grab your hand sanitizer on the way down, give yourself a pump on the way. Awesome. We need to be on the floor. "student" attempt to come to the floor, you can ask later. On the floor, and a circle, get your hand sanitizer on the way. We are still

in our lesson. Let's go. It's over here, by your awesome sign. We are still in our lesson. Big circle. [crosstalk 01:03:53] [01:04:00] 5-4-3. I am waiting. Some of you, let's take a look at our circle. I think some people are thinking about me rather than us right now. Let's get our circle of little bit more, "student" why don't you move to the other side. Kayla you can sit over there."student" more of a circle we should be able to see each other. There we go.

Checking in with our Pono values, Thinking about what we talked about today, the intentions he set out for your lesson today thumbs up comes to the side or thumbs down. How did your centers go today? Did you work well together? Were you able to get the work done? Were there some problems? Are you able to solve those problems? Were you able to complete the work? "student", I am going to ask you again about being in the center. Sit down crisscrossed, move back. I see a lot of thumbs to the side. Can I hear from one person who has their thumb to decide about what maybe didn't work as well? If you are midway it means that something didn't work quite well but some of it did work pretty good. So I would like to hear may be what didn't and what did work well.

Student: What did work well is that we almost got it done, [01:06:00] and what didn't work well is that we had a hard time taking turns.

Teacher: Okay. You can share from two more people.

Student: I think one of the things that went well is that we finished our work but number nine was really hard because it wasn't really a sentence in the book.

Teacher: It was in the book. I will have to pull it out and show you. I think it was one of those captions, I will take a look at it and show you. But I made up the worksheet, so I know I did find it. It could have been some of that text that wasn't necessarily ...

Student: What didn't go wrong is ... Nothing really did go wrong.

Teacher: Okay. So you are thumbs up then. One more person.

Student: What didn't go wrong is that ...

Teacher: Instead of saying what didn't go wrong say what went well. What went well is that ...

Student: What went well is that I read the story and everyone listened and then we reread it and then they listened again and we wrote down the missing word.

Student: And then I told "student" not to just look at one page but to look at all the pages.

Teacher: You guys can wait outside. Thank you. [01:08:00] Remember we are working on thinking up questions. A question that you might have after reading today. A question that you might be able to go on Google and find more information about. We have these questions, so what did you learn about the world around you? What is still surprising you? What do you want to know more about? What are you curious about?

Student: The sky.

Teacher: What do you want to know about the sky? I wonder ...

Student: I wonder ... I forget it.

Teacher: Okay. Five more people.

Student: Where is O'Brien in the stars?

Teacher: Where is Orion's belt, the Constellation? It's a question. Not a telling time.

Student: The Big Dipper from the northern sphere .

Teacher: The southern hemisphere. Four more. Listen please, because I hear some talking.

Student: How can gravity turn off?

Teacher: That's a good question. Three more. [01:10:00] I see the same people getting called on, so let's really share are community ball please.

Student: When you enter the atmosphere there is no gravity.

Teacher: Okay.

Student: How come Anita and Isabel had to move to Brazil?

Teacher: I think they just went on a trip. Two more questions. Someone who maybe has not shared yet.

Student: [inaudible 01:11:03]

Teacher: I know it's Friday. Let's listen to "student". Boys and girls I asked you to line up outside. "student", let him get his thought out. The constellation Taurus? Are your Taurus? Where could you find the constellation Taurus? Good question. One more.

"student" has his hand up.

Student: [01:12:00] How do the sun and the moon turned to an eclipse?

Teacher: Okay. How does an eclipse happen? Okay boys and girls make sure you are reading over the weekend if you're and miss you she might as class you can stand up and you're going to use the ... I didn't say to move yet. You may use the other door to leave and you can wave at the camera on the way. Now stand up. Thank you.