

3: 2nd_ELA_ReadingAstronomy_Classroom

Teacher: Good morning boys and girls?

Class: Good morning "teacher".

Teacher: Okay, so we are going to ahead and review the date and the weather this morning. Part of our morning business. Let's see, yesterday was Thursday.

Class: Yesterday was Thursday.

Teacher: Today is Friday.

Class: Today is Friday.

Teacher: Tomorrow will be Saturday.

Class: Tomorrow will be Saturday.

Teacher: All right, so what do we write on the board here?

Student: A capital T for today.

Class: Today is capital F for Friday.

Student: F is for Friday, comma.

Class: Comma 2018.

Student: Wait, wait. A capital A for April. 24th, 2014, Twenty Four ... two thousand fourteen, fifteen period.

Teacher: All right, why did we capitalize the today?

Valentine: Because it's ...

Teacher: The first letter in a sentence. Why did we capitalize the F?

Student: Because it's a day

Teacher: The first letter in a sentence. Why did we capitalize the F?

Student: Uh because it's the day.

Teacher: Okay it's the day so it's a proper name. It's a day, the day of the week. Why did we capitalize the A in April? Okay "student".

Student: Because its uh name?

Teacher: It's the name of a month, right. Okay so and lets read it together. Today is Friday April 24, 2015.

Class: [00:02:00]Today is Friday April 24, 2015.

Teacher: Okay I'm going to give you one code today for the date and I'm going to give you one kind of regular way to write the date. Okay?

Class: Yay

Teacher: Customary ways to write the date. Yeah so this the customary little bit more regular. Month, date, year. Now what about this one?

Class: Year, month, day. Year, month, day.

Teacher: Year, month, day. You see that? 2015, 04. What does 04 stand for?

Class: The month.

Teacher: The month. April is the 4th month of the year. And 24 stands for what?

Class: The day.

Teacher: The day. So we are on the 24th day of April. All right so lets move on to our weather report. Lets see who's gonna be our weather reporter today? And when I was driving to work listening to the weather report, they said three different things and I was wondering about the weather. So I'm very curious to hear about what our weather reporter is going to share. I'm not gonna share it with you cause I want to hear what you have to say. "student", its your job, you're the weather reporter so can you come up and read the thermometer for us? Also let us know what you think it looks like outside.

Student: 89

Teacher: Are we all the way, is it as hot as it was in the beginning of the year? Cause that was our hottest day. So its right at the 80, a little bit past, how much is that?

Class: No

Student: [00:04:00]81

Teacher: 81. How many people agree? I agree too. Okay 81 degrees. 81?

Student: Degrees, Fahrenheit?

Teacher: 81 degrees Fahrenheit. Can we say that?

Class: 81 degrees Fahrenheit.

Teacher: Can you take a look outside and let us know what the weather is like.
[00:04:30]Interesting it does look a little different outside today doesn't it?

Class: [inaudible 00:04:38]

Teacher: Lets see what "student" has to say.

Student: Cool and um

Teacher: Why is it harder to talk today? What do you think about the weather? Can we help "student" make a decision about the weather?

Class: [inaudible 00:05:14]

Teacher: I heard someone say it was grey. But is it like cloudy grey?

Student: No, its kind of blurry.

Teacher: Its a blurry grey. That's a good way to describe it.

Student: Its boggy.

Teacher: What do you think "student"? Sit up straight please.

Student: I think its...

Teacher: What were talking about, you need to listen, cause we've been talking about what color the sky looks like right now. So..

Student: Warm

Teacher: So I agree that its warm. Is it sunny, voggy or cloudy?

Class: Voggy

Teacher: So let's look, come and look. [00:06:00] Does it look more like smoke or does it look more like clouds?

Class: Smoke

Teacher: Okay so if it, okay come and take a seat. So that's what vogginess is right?

Class: Yes

Teacher: What is vog?

Student: Its smoke from the hills.

Teacher: Its smoke from the volcanoes blown over to Oahu. Do you remember what type of winds?

Class: Easternly winds.

Teacher: Its Kona winds. So its kind of its a southerly type of wind so, Im pretty sure. So anyways so we have we had to make our own, cause vog is something that only happens in Hawaii or places where there are active volcanoes. So it is voggy and warm today.

Class: Yay

Teacher: And I hear some excitement, what's the excitement about?

Class: We made a group of five!

Teacher: Oh awesome we've been waiting a long time to make this group of five, haven't we?

Class: Yes

Teacher: All right and why do we get excited about making these groups of five?

Class: Because its easier to count.

Teacher: Why is it easier to count?

Class: Because we are counting by five.

Teacher: Yes

Class: When you're counting by five you just start with the high number and you just go down and you add one.

Teacher: Right so you're just alternating between either a five or a zero in the ones place so it makes it a lot easier. Okay lets count our days of school starting with the less efficient way. Okay ready go.

Class: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 76, [00:08:00] 83

Teacher: 76 plus five in your head

Class: 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136

Teacher: I expect to see everyone counting.

Class: 137, 142, 147, 152

Teacher: 152, okay 152 days of school. Lets count the more efficient way. And I see some listeners in the bunch and that's not the expectation. The expectation is that you're all counting. I know that skip counting especially with different ones can be a little challenging but try your best. Okay? Ready and the efficient way counting by fives and then counting on by one. Okay you ready?

Class: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 151, 152

Teacher: All right 152 days of second grade. Oh were getting closer to the end. So we have 179 school days this year. We lost one day because of Hurricane [00:10:00] "student" okay so we usually have 180 days of school. So how many days left? Can you listen first? If today is the 152nd day of school and we have 179 days of school. Today is the 152nd day of school and we have 179 days of school, are we gonna add or subtract?

Class: Subtract

Teacher: Right, were trying to find the difference. The difference in how many days we've had, of how many days of school weve had and how many days of school there are in a year. Talk a look, do we have to regroup?

Class: No, nine minus two is seven. Seven minus five equals two. One minus one is zero. 27!

Student: Yes I knew it.

Teacher: All right, thumbs up if you did that in your head, mentally.

Student: Me, I did it.

Teacher: Okay did you subtract or did you count up?

Student: No

Teacher: You did the subtraction in your head?

Student: Yes

Teacher: So you did this math problem in your head? Or did you count up from two to nine?

Student: I counted up from two to nine.

Student: Me too.

Student: Seven plus two is nine. So I was thinking of 27 so I thought 152 plus 7 is 159 plus 20 equals 179..

Teacher: Oh awesome breaking it apart, that's more to how I think.

Student: You know how I do it?

Teacher: How did you do it?[00:12:00]

Student: Uh I thought it was cause one [inaudible 00:12:06]

Teacher: So you actually saw this problem in your head. So this is what you saw in your head when you were doing the math? That's awesome, that's great. And we can do the mental math because we were not regrouping it, it's much easier. When we have to regroup that's when you really want to pull out our pencil and paper. And we'll see that more with our problem of the day. All right let's go ahead and remember, what do we want to try to do everyday?

Class: Problem of the day.

Teacher: Okay all right so let's review our, let's see there are a few children out so let's make sure with our jobs today that everybody's covered. So we have line leaders here, okay we're good. All right so we just had morning business and we were gonna be about to start working our problem of the day and extra math. And if you finish both of those we're gonna go ahead and I have some review flash cards with shapes and money. And then also looking forward to time. Time is something we'll be covering a little bit later in May. So we want to make sure that we're starting to work on understanding and using all of what we already know. Just like we did with money, we did a lot of work with money before we started learning about money and that made it a lot easier.

So we're gonna go ahead and start working with those flash cards. Then we're gonna start math, today we're gonna subtract money with the dollar sign and decimal point. Recess and then we have reading and then we have lunch, recess and we'll take our spelling test after lunch. How many people studied over last night? There's 15 words now. We're using the 3rd grade word list. Okay so my advice to you is that you make Thursday night a practice spelling test at home. Okay? So this is something that [00:14:00] we'll help you going forward. "teacher-2" and I have meetings today so after our spelling test we might get a little practice in, we'll see. And then we're going to go to the library and the computer lab. So if you have any library books make sure that you put them inside our tab, but I think that we got most of them yesterday. All right so "student" it's your turn to share our point of values and we're gonna talk a little more about our point of values today and I want you to think about ways that you can show our point of values

Student: Our point of class

Class: Our point of class

Student: Looks like

Class: Looks like

Student: Students are

Class: Students are

Student: Looking at the speaker

Class: Looking at the speaker

Student: Paying attention

Class: Paying attention

Student: Taking turns

Class: Taking turns

Student: Working in teams

Class: Working in teams

Teacher: So think to yourself, what's one way that you can show the point of value of looking like you are in a Ponoclass, that you are a ponostudent?

Student: [inaudible 00:15:06]

Teacher: Okay so well what about when you're not working with me? When you're on your extra math. When you're working on your problem of the day.

Student: Don't talk?

Teacher: Well what if you're, what if its reading time and you're working in a center? Its really easy to say, I'm not gonna talk right and I'm just gonna listen to the teacher but what are you gonna do to help yourself learn, that's the question? You can have some think time. Are you ready to share? Do you want some think time? Okay. Go ahead "student".

Student: Do not play around?

Teacher: Okay so were not looking like were fooling around touching other people's things. What else?

Student: Were doing it right now. Looking at the [00:16:00] speaker instead of talking to other people.

Teacher: Okay excellent, good example. So this is a perfect time when we need to look at the speaker. When you're in your small groups today during your centers Elijah what will you be doing? What will it look like?

Elijah: [inaudible 00:16:23]

Teacher: Yeah so if I'm sitting over here working with another team and if I look up I'm gonna see that everyone is on task. I'm gonna see that people are smiling, that they look like they're enjoying learning. Okay, continue.

Student: Our ponoclass

Class: Our ponoclass

Student: Sounds like

Class: Sounds like

Student: Students are

Class: Students are

Student: Talking about learning

Class: Talking about learning

Student: Speaking and listening

Class: Speaking and listening

Student: Solving problems

Class: Solving problems

Student: Using kind words and eye messages

Class: Using kind words and eye messages

Teacher: Okay so what's a goal here for what you will sound like today? I'll share with you my goal. My goal with what I will sound like, I will sound like even if maybe I'm getting a little frustrated I still want to sound like I'm kind and patient. I don't necessarily want it to sound like I'm frustrated. So I want to sound like I have, the things that I'm saying are positive. So what do you want to sound like?

Student: Paying attention?

Teacher: Think about when you're working in your teams. What will you sound like?

Student: Quiet, kind

Teacher: Kind so how can you be kind in your groups? "student"you seem a little bit, come closer.[00:18:00]

Student: [inaudible 00:18:05]I don't agree or I agree.

Teacher: Okay can you say that a little bit louder?

Student: Expressing that I agree or don't agree.

Teacher: Right cause sometimes we say like no that's not right! How is someone gonna take that?

Student: They're gonna get frustrated.

Teacher: Right they're gonna get frustrated. They're gonna get defensive. But if you say, you know what I don't agree with you. Is that coming from a way of like being mean?

Student: No

Teacher: No if I don't agree, I don't agree with you. It doesn't mean that I'm trying to be mean. When you say no that comes across as kind of bossy. No

Student: The person could get scared

Teacher: Could be depending on who's saying. Okay but if you say I agree or I don't agree then you're gonna have a conversation, rather than tell someone what to do. Okay next one.

Student: Our ponoclass

Class: Our ponoclass

Student: Feels like

Class: Feels like

Student: Students feel

Class: Students feel

Student: Excited to learn

Class: Excited to learn

Student: Respected

Class: Respected

Student: Challenged

Class: Challenged

Student: Awesome

Class: Awesome

Teacher: So hopefully by the end of this day you're feeling awesome because you made the ponochoices of how you're talking to each other, how you're playing with each other, and getting your work done with a good attitude. All right, you can put that back in there. So first things first, were gonna do our problem of the day and were also gonna do extra math. So its up to you which order you would like to go in. Okay "student" and a couple of you, "student" and "student" I'd like you two to start the problem of the day okay? Okay so you go, you can go ahead and you're excused.