

Intermediate ELA Reading  
Main

Teacher 2: If you can hear me clap your hands twice. Good morning. Hopefully you'll have [inaudible 00:00:11] with you to find out if you have your necessary supplies. You should be [inaudible 00:00:19] right now waiting. You are do now on your computer, on your table you show your Chrome books open. [inaudible 00:00:28] You should also have 2 tabs open. Your planning document which should be completed and you should not be doing it right now. Another tab open on Google classroom. When you do that, please open the document that says literary analysis rubric. If your neighbor is having trouble finding it, help them out.

Table leaders [inaudible 00:01:08] when your whole table's on board.

Teacher 1: Why is your Chrome book not open? Follow the direction, thank you. Two tabs.

Teacher 2: [inaudible 00:01:20] table. [inaudible 00:01:23]

Teacher 1: Student, how many tabs should everybody have open? 2, what's the first one?

Students: Literary analysis of [inaudible 00:01:34].

Teacher 1: Excellent. 2nd one? Fabulous, and Google classroom, that was a trick question, right. Okay, you can have 3 tabs open. What's happening.

Students: It's not loading.

Teacher 1: Okay.

Students: Bless you.

[00:02:00]

Teacher 2: Now after you have all your tabs open the only thing you should is reading over assigned rubric criteria. How do you know what the assigned rubric criteria is? Student?

Students: [inaudible 00:02:09]

Teacher 2: Your assigned criteria.

Teacher 1: Which one are you looking at?

Teacher 2: It's on the whiteboard.

Teacher 1: Okay. [Student 00:02:18] we flipped a little. Sorry, that's not going to work. Calla's and Student's table you're going to look at organization. Only. You don't need to look at the whole thing. There's a lot of stuff there. Student and Student's table,

you guys are going to look at textual evidence. Student and Student's table, you guys are going to look at conventions, and Student and which is now Student's and Student's table, you're going to look at format.

What do you need to do when you look at it? Who can read number 2 for me?  
Student what do you need to do when you look at it?

Students: [inaudible 00:03:02]

Teacher 1: As a group, did you have a question? You guys are going to be Student. Sorry we flipped tables. You are going to look at just your requirements for your assigned criteria, not the whole thing. There's four criteria. You only need to look at one. You need to look at the succeeding requirements for that one, and as a group, summarize n. We got cut off, be ready to share out. In your own words, what does that say? While you guys are talking as a group about that criteria, Teacher 2 2 and I are going to come around and just ask you to flip over, toggle your tab back to your literary document, planning doc, so that we can check that it's done. Everybody should be on their rubric, talking as a table until we come around and ask you to show us your paragraph, and the reason is we can't stamp your screen, right? We just stamp your notebook. We can't do that. We need you to toggle over for us.

[00:04:00]

Are there questions about what you're being asked to do probably for the next 3 minutes? Awesome. Go ahead and scroll to your criteria, whether it's organization, evidence, conventions, or format.

Teacher 2: Everybody's computers should have a rubric on it right now. That way you are able to look at what you are supposed to be doing.

Teacher 1: You want to check these four tables, and I'll check these four tables?

Teacher 2: Yep.

Teacher 1: Awesome. Okay can you show me your TV planning doc done? Do you have your [inaudible 00:04:32]. Planning doc, can you flip? What is this? Charging, okay? Can you toggle to your planning doc? Do you have your planning?

Students: This one?

Teacher 1: Yep show me, scroll all the way down to the ... Where'd it go? You don't have it done either? Scroll back up. Okay, I can't see it. Scroll down. You don't have it? Barely. Okay, can you guys show me your body paragraph. You can just flip over, awesome. Can you show me yours? Did you get started? Nope, the literary planning doc. You need to open the literary planning doc, I'll come back. Student, you're going to work Student, yeah? Student, your planning document, look over, scroll down. Okay, good, thank you. It's offly silent for collaboration that should be

[00:06:00] happening. You guys should be talking about putting it in your own words and decide who's going to share out with us. What does it mean to succeed? Can you show me your planning doc? Planning doc? Did you do it? Scroll down. Keep going, keep going, keep going. Oh, where's the paragraph? Awh. [inaudible 00:06:18], you have yours? Awesome, thank you. Student you got yours? Thank you. Jersey, your planning doc? You don't have it? Yeah. Planning doc.

Students: [inaudible 00:06:38]

Teacher 1: Thanks. Did you guys get my e-mail? ActuStudent I need my ... Would you be able to do it since you have that evidence? You don't have to because you'd be picking a data and explaining how it supports your thesis. Okay, would you want to do it, the book walk?

Students: The book walk?

Teacher 1: Direct this to your data.

Students: Wait, just read?

Teacher 1: You would read the data, and then explain how ... What's your warrant and how it supports your theses.

Students: Okay.

Teacher 1: Yeah?

Students: I only have one paragraph.

Teacher 1: Do you have data? A quote?

Students: Yeah.

Teacher 1: Do you want to go? Okay. Do you have yours?

Students: I'm looking through it right now.

Teacher 1: Do you have yours? Hard to see, go back. Can you scroll down? Thank you. Kano?

Students: Yeah.

Teacher 1: Do you have it? No not the rubric, I did that. What's the part that you did? Planning document.

Students: [inaudible 00:07:44] I just ...

Teacher 1: [00:08:00] You have the tab open. Open to it. Scroll down. Okay, so it's not done. Okay, we're going to take on more minute and then we need somebody from each table to share out what it means in your own words. You have one more minute. These two I have to get signed. Thank you so much. Student, do you have yours done? Do you have yours done? You are planning doc? Did you get my e-mail about a book walk? Would you be willing to do one or no? Yeah? You pick out a piece of the evidence, explain your warrant, and how it connects, just a book walk. Student's going to do one too.

Students: [inaudible 00:08:38]

Teacher 1: You can do from whatever your evidence is from. Anything. Thank you.

Students: Relating to my ...

Teacher 1: Topic. Mm-hmm (affirmative). You can pick one of your boxes. You could tell us what your thesis statement is and then some evidence that you used to support and how it supports. Yeah? All right. Let's go in order on the rubric. Let me pull it up here so we can look at it. The majority of you don't have it.

Teacher 2: Since it seems like there are a lot of gaps in [inaudible 00:09:30] I'll wait. There are lot of gaps in the finishing document. It's reStudent important right now that you guys [inaudible 00:09:37] while she's going through the explanation of the rubric and you're [inaudible 00:09:41]. Somebody asked me, "Hey, does the rubric apply to our rough draft?" No. Your rubric is applied to the final. That's why we prepare these. But if you have nothing to peer review, then you don't get the benefit of having somebody coming in and helping with those things like conventions and mechanics. Does that make sense? Nod if you hear me.

[00:10:00]

Teacher 1: All right, let's start with organization. Somebody from this first table, in your own words, what would it mean to earn a succeeding on the criteria of organization? Student?

Students: [inaudible 00:10:24]

Teacher 1: Hold up. Are those your words or my words? Your own words.

Students: Oh. [inaudible 00:10:34]

Teacher 1: You want to think about it? We can jump and come back. Back to your table, Student, what does it mean in your own words?

Students: It means that the main idea and [inaudible 00:10:45] that you're writing about, it says everything that prompts asked you to look at and then this transition and the order of all of the things you put in there and all the evidence that you have for the thesis, and all of the topics go in the right order.

Teacher 1: Okay. All of your evidence is in the right order, and it all supports your main topic. Your main idea, I believed you used those words. Good, Student, anything you want to add? All right, let's move to textual evidence, Student's table. In your own words, to earn a succeeding, what would it mean? Go ahead Student.

Students: The things that you have data or evidence to support what your main topic is and also you use the quotes and you use the warrants to explain how that quote or that piece of data relates to your ...

Teacher 1: Great. Student's table. Student, you want to add something?

Students: Using a [inaudible 00:11:54] textual evidence in the book to support your decision [00:12:00] [inaudible 00:11:57]

Teacher 1: Good. Using evidence. You used the word evidence, you used the word data. They mean the same thing. You have it cited and it supports your thesis. It all comes back to that top box on your organizer. Moving on to conventions, Student's table, Student, what does that mean to earn a succeeding?

Students: It means that [inaudible 00:12:19]

Teacher 1: Good. What are textual evidence errors? What do you think that means?

Students: [inaudible 00:12:30]

Teacher 1: Good. If you cite something wrong. We're going to go over that today in peer review. You guys are the other table, right? Student's table, anything else you want to add? What does it mean to earn a succeeding on your conventions? Or let's see, let's reword it? What should you do to make sure, to help yourself earn a succeeding on conventions? Since Student already gave us a pretty good definition?

Students: There are minimal errors and the grammar and conventions and your minor errors and your [inaudible 00:13:02]

Teacher 1: That's what Student said. How can you check to make sure? What tools are there that you can use?

Students: Spell check.

Teacher 1: Spell check. You got another one?

Students: [inaudible 00:13:11]

Teacher 1: Excellent. You can use the chapter chart to find the textual evidence. Great.

Student's table, what does it mean to have, whoops, we're flipped. Student's table, what does it mean to have succeeding on format? What does that look like in your own words?

Students: [inaudible 00:13:38]

Teacher 1: Yeah.

Students: [inaudible 00:13:42] there are minimal errors [inaudible 00:13:44]

Teacher 1: In the format, right. So actually, does it have to be written, or typed? It has to be typed, excellent. What can you guys add? What else would it mean, Student's table to earn ... It has to be typed, what else does it need to have to meet the proper format for succeeding?  
[00:14:00]

Students: It has to be [inaudible 00:14:06] double spaced and a proper heading with the author's name, Teacher 2's name, and the date and the website, and the title.

Teacher 1: Excellent, something we didn't include on there. What color ink should it be in, Student? What color ink? Could you put purple ink? Nope, black. It's going to look pretty boring when it's finished, black and white, times new roman, 12 point font. All right this tool is in Google classrooms. You should reference it in peer review and when you're doing your final draft. Are there any questions about this rubric before we move into the next stage of today? Awesome. Okay I'm going to ask you guys to close your Chrome book and something we didn't put on the do now is to take out your novel. If you could take that out. We're going to actually have two book walks today, but they're going to model how to use this stuff to support a thesis statement. Somebody tell me, I'm going to wait until everybody has their books out and then we'll explain what we're going to do. It's okay, he can look with me. I got to grab the doc camera. I can't use the document camera with that can I? Never mind. I'm actually going to ... No it's fine. It's fine.

Teacher 2: Circle straight up.

Teacher 1: I can't plug it in the document camera.

Teacher 2: Switch hands. [inaudible 00:15:41] If for some reason you didn't have your book today because you worked [inaudible 00:15:53] please make sure that you check in with your neighbor. See if you can look on their page. If it's on your Chrome book, open your Chrome book and open it up. [inaudible 00:16:04]  
[00:16:00]

Teacher 1: Student and Student are going to do a book walk for us but it's going to be a little different. We've already read the book, finished the book. We've already had some analysis discussions about the book. What they're going to do for us is model how to use a piece of the book. We might be going back all the way to page 2. How do we use that piece of the book, the evidence to support a thesis? They're going to

tell us what their thesis is, then they're going to tell us one piece of data that they used from the book to support that thesis and then they're going to explain it by using a what? What's the explanation part called? That's the data.

Students: Warrant.

Teacher 1: Ooh, I heard it. Warrant. Yeah. Their warrant. How does it support what I'm saying? If I say potatoes mean life, that's what I think, potatoes mean life. They're a symbol representing a long life, then I'm going to have a quote, that's my data. Then I'm going to explain supports potatoes as a meaning of life. That's the warrant. We're going to do it a little bit different. While they're up here projecting the text, since 99% of you have the book in front of you, we're going to project the planning doc instead, so you can see how it goes together. Okay, Student, what page is yours on? We'll go in order?

Students: It starts on 235.

Teacher 1: 235, and what page is your on?

Students: 57.

Teacher 1: Ooh, you're our winner, `157 come on down.

Students: [inaudible 00:17:35]

Teacher 1: Okay, everybody is flipping to page 147, right. You can come on here my friend. 157 I'm sorry. 157. I'm just going to pull up the planning doc. I can pull up yours if you want. Do you want it here? I can not project it and just have it for you to look at it?

[00:18:00]

Students: I know. [inaudible 00:18:03]

Teacher 1: Okay. We'll just pull up the blank one. Sorry.

Students: Do I say my whole thesis or just one topic?

Teacher 1: Just your thesis statement.

Teacher 2: One more time for us still hard of hearing [inaudible 00:18:19].

Teacher 1: 157.

Teacher 2: 157. 157.

Teacher 1: Okay, Student's going to read us just her thesis statement not her whole intro. Then she's going to point us towards that quote which is her data and then she's going to give us her warrant. How does that specific quote support her thesis? Just

like normal book walks, we'll also open it up to what you guys think, or if anybody else is using that same data. All right, Student, what do you got?

Students: My thesis [crosstalk 00:18:57] money and to get food. The data that I found to back it up was when Esther lost the 30 rubles that mother gave her, and that was all they had left for the month, Esther said, "No, no I can't eat. Now or never. There will be nothing to eat for the rest of the week." I think this supports it because Esther feels like she can't eat because there won't be enough food for the rest of the month for them and they'll all starve. I think that this supports it because it shows how Esther reStudent cares about how if they starve or not and if they do then there won't be any food. That 30 rubles that she lost was all they had.

[00:20:00]

Teacher 1: Thank you for explaining your data and your warrant. Let's open it up. Anybody else using that piece of evidence or have a question about the thesis or have a related theme? I know a couple of other people are doing money. You're in charge.

Students: [inaudible 00:20:16]

Students: I think it's [inaudible 00:20:35]

Teacher 1: Any other thoughts about the theme? Does anybody else think that they can use that same data to support a different topic? Why don't you guys share what your topics are and how you can maybe use that same data. You're in charge.

Students: [inaudible 00:20:59]

Teacher 1: How would you use this to support family?

Students: I would use it to support because Esther may want to starve [inaudible 00:21:21] she's showing that sense of caring.

Students: You might be able to connect this to pulling in perspective which is what I'm doing. In the beginning she never reStudent had to worry about any of this and it never crossed her mind. [inaudible 00:21:46] Then towards the middle of the book it shows how she's okay with almost no eating. It shows more how it's changed. She's already used to eating little [inaudible 00:22:05] because they can only have so much.

[00:22:00]

Teacher 1: Any other thoughts on how you could use this for a different theme, symbol, motif? Did you have a thought?

Students: [inaudible 00:22:16]

Teacher 1: Same idea?

Teacher 2: I saw your hand up. Do you have any additional thoughts?

Students: No I just went ... A motif is [inaudible 00:22:27]

Teacher 1: Is money. Awesome. Thank you Student for jumping in there and walking us through your data and warrant. Excellent job. Round of applause for Ms. Student. Not to be confused with Student. Tell us the page number.

Students: I'm on 235.

Teacher 1: 235. 235. We're jumping ahead. Give everybody a second to get there. 235. I didn't ask Student to do this, but can you remind us what's happening at this point just so we can remember?

Students: In chapter 22, they get the letter where they're going to [inaudible 00:23:15]

Teacher 1: Everybody remember this is the part when they find out they're going to go back to Vilna. Share with us your thesis?

Students: My thesis was how Esther picks friendship over certain things and conflict situations.

Teacher 1: What's your data for right here?

Students: My data, I've looked at multiple ones but one of them is the excitement of [inaudible 00:23:41] and the other one was, "I had to fight tears back as the [inaudible 00:23:55] fall as we all promised to write to each other [inaudible 00:24:00] forever." I would miss Anna [inaudible 00:24:11] and Anna and my friends, Svetlana, [inaudible 00:24:20]

[00:24:00]

Teacher 1: What's your warrant for that data? Explain how that supports your thesis.

Students: It supports my thesis because in 2 times in the book she has picked friendship over something like her [inaudible 00:24:41] because with Svetlana [crosstalk 00:24:44] It shows how Esther wants to save Vilna for her friends and for her school instead of going back to her home and [inaudible 00:24:59].

Teacher 1: Okay, let's turn it out to the group. Does anybody else think they can use that data for another symbol, theme, motif? Is anybody doing something similar?

Teacher 2: Everybody has something different. I would say [inaudible 00:25:16] have somebody up there giving you information right now just trying [inaudible 00:25:24] I would take advantage of it.

Teacher 1: You're in charge.

Students: I think you can also relate with change in perspective. In the beginning when she first gets to the [inaudible 00:25:37] before they can even get in the village, all she wants to do is go home, and then as we've gotten to the end of the book, she doesn't even want to go home because she's gained a new life there and a new [inaudible 00:25:52]  
[00:26:00]

Teacher 2: Anybody disagree? Anybody want to go against? No, you all agree? You're in such perfect harmony today! I'm so excited [crosstalk 00:26:15]

Teacher 1: Poor Student is the only one doing friendship. It's amazing how camera shy we all suddenly get. We usuStudent go for 20 minutes.

Students: [inaudible 00:26:31]

Students: My thesis statement is how Esther [inaudible 00:26:33]

Teacher 1: Are you viewing friendship as a theme, symbol, or motif?

Students: I'm viewing it as [inaudible 00:26:43]

Teacher 1: Any last thoughts? Camera shy. Thanks Student. Thank you for going. We've had ... Did you view it as a theme? We had a theme, and we had a motif, does anybody want to take a shot in sharing a symbol? Amazing Teacher 2 2. Okay, you want to try? What's your symbol?

Students: Wood.

Teacher 1: Wood. It's not a motif, because it doesn't come up throughout the whole book. You want to come up?

Teacher 2: [inaudible 00:27:32]

Teacher 1: Thanks Student for jumping in. Student I know you're the only one doing this topic from the list. Point us towards the page. 162. Everybody on 162. We were going to try for 3, what's your topic?

[00:28:00]

Teacher 2: Chapter 14 page 162.

Students: ActuStudent chapter 13.

Teacher 2: Oh, it's Chapter 13 [inaudible 00:28:08].

Students: [inaudible 00:28:09]

Teacher 1: [inaudible 00:28:18] graphic organizer. Okay Student go ahead. Tell us your thesis.

Students: [inaudible 00:28:33] her perseverance to survive as winter is coming up. [inaudible 00:29:10]

Teacher 1: I already said nobody else is doing this topic. Nobody might have thought a lot about the meaning of this symbol of wood but can you think right now when else it was referred to or what it might mean? We've seen coal, we've seen wood. Student [00:30:00] thinks it relates to perseverance. What do you think? Anybody have a thought about this one? You're in charge.

Students: I think that she felt like she needed to do extra things because her dad wasn't there. Then she felt like she needed to help out and [inaudible 00:30:14].

Students: There was that one time when she was [inaudible 00:30:25]

Teacher 1: Yeah, a choiceless choice. Good. Did you have that as one of your data points? Good. Anybody else can think of one ... Go ahead.

Students: [inaudible 00:30:42] because when the father is moving, [inaudible 00:30:48] [crosstalk 00:30:49] to help them out. [inaudible 00:30:58] When we did that Esther was sad. [inaudible 00:31:13]

Teacher 1: I totStudent forgot about that. He was cutting down trees.

Students: [inaudible 00:31:27]

Teacher 1: Good question. Any other thoughts about this symbol or topic? Does anybody think it means something different than perseverance? Even if it's not your topic, does it mean something different than perseverance?

[00:32:00]

Students: It could be [inaudible 00:31:56]

Students: Maybe a symbol of survival because they [inaudible 00:32:17]

Students: Esther has no choice. [inaudible 00:32:37] I'd say it's something that she can't say no to. I think it's like Student like obligations.

Teacher 1: What do you mean by that?

Students: She feels like she has to [inaudible 00:32:58] she had no choice. [inaudible 00:33:05]

Students: I think that part about [inaudible 00:33:20] the wood off [inaudible 00:33:22] which is pride because they were [inaudible 00:33:30] we're strong and we can do this and we're not going to lay down on the floor and die. [inaudible 00:33:39]

Teacher 1: [00:34:00] Interesting. Any other thoughts? It's great? Does anybody think that this could connect or be another piece of data for your own topic, even though it's about Student's using it specific Student for the reference to wood, could you use the action, like Student just pointed out of these two women cutting down the wood to burn for survival. Did anybody think it could relate to one of your themes or topics before we move on? I completely forgot about the grandfather cutting down trees and that's how he caught pneumonia, and that's how he died, and that's an excellent connection to make, literStudent, the tree versus the survival.

Students: [inaudible 00:34:26]

Teacher 1: Did you? Chapter titles didn't help you?

Students: Yeah.

Teacher 1: Excellent.

Students: Maybe that was why the grandmother was over frantic as they were trying to cut the house because she always remembered how husband died cutting trees down and then she's being all worried and that's creating [inaudible 00:34:50]

Teacher 1: She did. Good points guys. Thank you Student for jumping in there for us, excellent. All of those things, trees. If we were to read this book again, we'd probably see trees all over the place now right. Now that it's been pointed out to us, now you're going to notice it. If we were to go back and read about focusing on rubles, we'll see it. We had to go all the way through the book before we could start to identify those things. I'm actuStudent very shocked that no one picked spy or something like that since we were so convinced he was a spy but no one went with that topic. [crosstalk 00:35:32] I was let down I'm sorry and I knew [crosstalk 00:35:35]

[00:36:00] We don't know that he's not a spy. Is anybody still holding out hope that maybe he reStudent was a spy? Yeah I think maybe. We don't know that he's not a spy, we just don't get a confirmation like a wrap up final answer at the end of the book that said he returned from being a spy and met her in Poland. We don't get that final answer. We don't know that he's not, but we didn't get that confirmation that we so desperately wanted that he is. Which is why if we get some time at the end of the semester we can put him on trial and decide if he's a spy or not. [crosstalk 00:36:09] Yeah the dad. [inaudible 00:36:10]

Students: [inaudible 00:36:11]

Teacher 1: Yeah, how did he get a suit? Student, he just has a suit. He's just wearing a suit. He's not a spy. Right, he's [inaudible 00:36:30], there's nothing controversial. [crosstalk 00:36:31] Right that's what I'm saying. There's nothing shady about him. Now we've got a couple hands. I feel like I should be up here talking about the

theme of spy. Student go for it.

Students: [inaudible 00:36:42]

Teacher 1: James Bond is your outside example to him showing up at the end in a suit, must be a spy. All right that's a big assumption. Student.

Students: [inaudible 00:37:00] He cares a lot about his family. [inaudible 00:37:19]

Teacher 1: If he told his family, "Hey guys I'm a spy," then he's a pretty bad spy. You're not supposed to tell people. I don't know, [inaudible 00:37:36] what do you think. I feel like we need the ball. Go ahead and talk. I'm going to grab the ball.

Students: [inaudible 00:37:46]

Teacher 1: Give me some data.

[00:38:00]

Students: I would say he's a spy because after he says you come, he's not a spy. He acts a bit differently than before he said he wasn't a spy.

Teacher 1: Can you give me an example of what you mean by acts differently? What's one way that he acted differently?

Students: Yeah. [inaudible 00:38:10] if he was a spy and he didn't want to be and he went into the army, [inaudible 00:38:29] the Germans couldn't contact.

Teacher 1: Student, swap seats with me. Take over. You want to take this topic? Yeah.

Students: [inaudible 00:38:47]

Teacher 1: Facilitate, go ahead. Student's taking over.

Students: Another thing was that if he was a spy, he wasn't a spy, he'd just be going to the war anyways and get going with all his battalion to try and fight [inaudible 00:39:05].

Students: [inaudible 00:39:14] After he tells Esther and mother and grandfather about how they asked him why [inaudible 00:39:25] the next chapter he was letting Esther go to the movie, and he was encouraging her to go.

Teacher 1: Student, you're in charge, you can talk at any time. You can talk any time if you're facilitating.

Students: I see what Student said. If he truly was a spy I think he would [inaudible 00:39:51] because it's giving the family more chances, giving them more money, and the

[00:40:00] reason why he wouldn't tell his family is because it's against the spy code and if anyone finds out that he told them, stuff would happen and ultimately change into a totStudent different person [inaudible 00:40:11] said. He acted more like he had a lot of money and he was very different not as, I forgot the word, optimistic. He wasn't as optimistic as before.

Teacher 1: Don't forget to use data, right. We're practicing using data to back up our thesis that he is a spy or in your opinion if he isn't a spy. Have the data not just the opinion, go for it.

Students: I think for the spy thing, [inaudible 00:40:43] front lines, that could potentiStudent be a decoy to spy on people in Germany. He never actuStudent got sent to the front lines [inaudible 00:40:55] it was taking a long time so I suspect he was being a spy in Germany and the fact that he knew that all his relatives died, somebody would have had to tell him about that and I think one of the authorities would have told him that. [inaudible 00:41:12]

Teacher 1: Behind you. Give us the evidence.

Students: I think he was a spy because after he told his family that they want him to be a spy he went to war to fight again. Maybe that was an excuse to go spy.

Teacher 1: Timing is a little suspicious. Hey I was asked to be a spy and then suddenly he disappears.

[00:42:00]  
Students: I think he is a spy because he thinks [inaudible 00:41:57] mail back and forth and when you're in war you reStudent don't have anywhere to do that. Also he could go right back to the [inaudible 00:42:09]

Teacher 1: Hold on before you let go, you'd brought up the letters. He could easily send letters. What is evidence to support that it was not easy to send letters at that time?

Students: There was a war and then also it would take a long time to mail it?

Teacher 1: How do we know that from the book?

Students: [inaudible 00:42:41]

Teacher 1: That's some evidence. We do have some evidence, not just your prior knowledge. We have evidence from the book that it wasn't very easy to send letters, but yet this guy's just sending letters pretty easily and got back home whenever he wanted. We've got time for maybe 3 more hands and then we have to move to peer review. Maybe someone we haven't heard from. You don't want to ...

Students: [crosstalk 00:43:29] When Esther went to the movies, he told Esther that he actuStudent just had went from a different house, I believe, [inaudible 00:43:45] Esther went to a different school. I believe father wanted Esther to just make friends and father pushed her to go. Mother didn't know that money was a concern and father had to bring more money in. I'm pretty sure mother would be a little suspicious and they probably would talk about it.

Teacher 1: Are you saying that the mom didn't know that he was a spy but you think he was a spy? You don't think he was a spy because she would have known about it?

Students: Yeah. If there's more money coming in, if he was he wouldn't be giving the money to Esther and everyone and saying that money would be coming in and that she was going to the movies but it's all ...

Teacher 1: He maybe would have been a little bit more secretive that he had extra money versus here, go to the movies, here go out with your friends, or he's just a reStudent bad spy. 2 more hands.

Students: [inaudible 00:45:04]

Teacher 1: One more thought. Last one on this. We're going to come back to it. Obviously you guys have a lot to say but for today this is going to be our last thought and then Student you can give us the final word since you're up there in this seat?

[00:46:00]

Students: When he first came home from being beat by the people, he says they wanted him to be a spy on all the Poland people that had come there. If they sent him off to the war, there wasn't many other Polish people, so there wouldn't have been no reason to have even sent him to the war. They only talk about the spy once and no one's ever suspicious in the story. I reStudent don't think that he was a spy. [crosstalk 00:46:36] If we were probably re-read the book, we would probably notice some spending money on other things that they didn't reStudent need, but we just didn't notice it because the spy part wasn't brought up. It's like what you said [inaudible 00:46:51] you were talking about how if we were to go through it again we would see a lot of trees or a lot of potatoes, a lot of things that we didn't see before. I think if we were to reread this book we would find that they spent a lot of money not just on [inaudible 00:47:10]

Teacher 1: I think what Student's saying is everyone should go home tonight and reread the book, that's what I think I heard you say. For today [crosstalk 00:47:20] I think we're all going to read it again.

Students: No!

Teacher 1: What? You guys liked this book. For time because we have to get to peer review that was our last thought on it. Student wrap it up for us about Tim being a spy and

what do you think that is? A theme, symbol, or motif, to connect it back to our analysis?

Students: That is most likely a symbol because it wasn't reStudent put a whole bunch into the book, so it wasn't super repetitive, but you can [inaudible 00:47:56] to the spy thing but it's not exactly [inaudible 00:48:02] because it wasn't brought up a lot. I find the thing maybe he was a spy in the beginning and maybe he quit for the war because he wanted to fight for some people. It's very confusing now because I see a whole bunch of different sides of the story and I think we can just take whatever we want.

Teacher 1: Good, and it would come back down to the evidence. What do we have evidence versus what do we think we might know about the topic. Great. That was a good discussion. Thank you for jumping in there for me. Fabulous. We are going to spend the next 20 minutes doing peer review. However, like Teacher 2 2 pointed out, we can't peer review a blank page. Unfortunately, quite a few of you don't have a complete, even filled in planning document, let alone copy and pasted into a paragraph. What we need to do is remember last time we did peer review, we did it in rounds. You rotated your Chrome book and you looked for a specific thing versus looking at everything. We have 3 rounds. Which means we want to do peer review in a group of 4. For example, group of 4. That means Student's essay would go to Student for round 1, and then Student for round 2 and then Student after round 3. Then it would come back and she would look at all the feedback.

[00:50:00] What we need to do and this is going to take a little bit of time because there's not one whole table that has everyone with a complete draft, we're going to ask that if you have a draft, meaning all the boxes are filled in and it's a paragraph at the bottom, an intro and a body. If you have that, could you please, sorry I'm thinking on the fly. Could you guys stand up so that we can make a group of 4. If you feel that you are good for peer review, can you stand so we can form some groups?

Teacher 2: [inaudible 00:50:10]

Teacher 1: We already looked. Sorry just bear with us for a minute. We got to form groups here. [crosstalk 00:50:20] Question.

Students: I did my paragraph, I only did it in boxes. Is that ...

Teacher 1: We've got 1, 2, 3, 4. 1, 2, 3, 4. 1, 2, 3. You got your boxes all filled in?

Students: [inaudible 00:50:39]

Teacher 1: You're going to work on it. You don't have yours? You don't have yours?

Students: I did it on paper.

Teacher 1: You did it on paper, but you've got it? Do you have the paper with you? Hold on. Stand up. Studentwell.

Students: I forgot to paste it to my [inaudible 00:51:03]

Teacher 1: But you have the body? Stand up. All right, we're going to count off by 4 just to try to mix it up a bit. 1.

Students: [inaudible 00:51:17]

Teacher 1: 1, 2, 3, 4. Remember your number, hold up your fingers. 1, 2, 3. 4. 1, 2, 3. Ah, no 4. All right. Let's do Student what number are you? One warrant? Just the warrant? 4, you're 4. Okay. We're going to do, 1s are going to move to this table. 2s, Student you're 3. Stay at your table you're going to be 3. Sorry you're 4? Stay there. 4. 2s with Student and 1s. Here. Everybody else move to another table to work on your planning doc. Sorry. Student is 2, Student is 3, Student is 4. Irene is 1. Move to another table. You guys are moving because you guys don't have your stuffs. Student is in there. He'll help you out. You should all be over there. Library is full. Can you give expectation on this side? I'll give expectation on this side. Open to your draft. Open to your planning doc. Do you have it? No.

[00:52:00]

Students: I finished because [inaudible 00:53:05]

Teacher 1: You have a whole thing to be peer reviewed? [crosstalk 00:53:12] You can come to this one. Yeah. [crosstalk 00:53:20] Just open to your planning doc and then take your hands off your keyboard so I can give you the direction for the rounds. Student, thank you. No. You can put them all together. We can go over them now.

Students: [inaudible 00:53:47]

Teacher 1: That's good. That's fine because you're talking about theme. Everyone's got their planning document open, correct? Student, sure unsubmit it so people can make comments. I know it's difficult to listen to two things at once. You're just going to listen to me. We've done this before. We've done this before. Can everybody look at me? I'm just going to show you a visual model. Student and Student and Student. Student's Chrome book is going to go to Student, you're not sharing it with everybody. You're actuStudent going to physicStudent move your Chrome book. When Student makes comments, what does she need to include in her comment to indicate it's Student and not Student writing to herself? Student?

[00:54:00]

Students: Name.

Teacher 1: Name or initials. All right. For round 1, then we're going to move to round 2. Then you have round 3 on your own since you guys only have 3 people. Remember you are only focusing on the thing for that round. You don't need to look at everything they wrote, that's too much. You're going to focus on the thing for that round,

which I'm going to tell you what that is. Everybody has their planning doc open. Can you scroll down to where your paragraph is so that it's ready. Yes please. Super, scroll down, awesome, when everybody's there we'll start. I need your password. Are we good? I'm going to stand right in the middle of you all. We're going to go, clockwise. You're going to rotate clockwise. You pick your own direction but we're going to rotate. You're going to miss someone. What's wrong. He survived. Hold on.

[00:56:00] Round 1, before you rotate Chrome books, Student and Hiruki, the directions. That's cut off. Round 1 is going to be just the data. You don't even have to read the whole essay to skim for the data. What should be your signal that there's some data there? Student.

Students: The number parentheses.

Teacher 1: A number and parentheses. What else? Quotation Students. Page number which is the number in parentheses. You can skim with your eye and just look for quotation Students. If you see quotation Students without the number, that's a comment you should give, "Don't forget the page number." If you see the page number, without the quotation Students, that's the comment that you give. If you skim the whole thing and you don't see any quotation Students or any page numbers, that's the comment that you can give. What's the minimum amount of quotation Students of data you should see in this body?

Students: 3.

Teacher 1: I heard it over here. 3. Okay? Ok. Go ahead and rotate. Everybody in the same direction, if you're all going to the right, or you're all going to the left. Rotate. We're going to try to do 3 minute rounds. Keeping my eye on the clock. Rotate, everybody should have somebody else's Chrome book. There you go. You guys all rotated already. All right. You're skimming for data. [crosstalk 00:57:32] Let's get started you got two minutes. That's okay. You have Student's you have Student's that's good. You're skimming. 2 minutes. You don't tell me who do you need to tell. You can just make a note. If you make a note, don't forget to put the quotes. He's got it he just doesn't have it in the body. You're right. Give that feedback. Skimming. [crosstalk 00:58:08] You should be down on the body. It's working I don't know why. Oh. Teams are wasting time. Who's is this? Student. I don't think it's working. What's happening? Why do you have 2 Chrome books? You should be doing that over here.

[00:58:00]

Students: I know I'm just waiting because it's slow.

Teacher 1: Okay. I know. [crosstalk 00:59:07] Just data. 3 pieces, if they have less than 3, let them know. Take one more minute. Don't forget to put your initials in your comment. Do you need something? Just the boy right next to the pillar that's why I didn't move him. [crosstalk 00:59:52]

[01:00:00]

Students: Can we put nice comments?

Teacher 1: I would love you to put nice comments. That's the most amazing thing I've ever read. I'm going to start a timer for us. Did she have 3? You don't have to read the whole thing at this point, just skim for the data. Make sure they have page numbers and quotes. Hold on Student. 90 more seconds. Again? Go behind. Careful. Then put the timer here. [crosstalk 01:01:16] The evidence should be a quote. For now sure. Before you submit it you want to make sure you have actual a quote, like I love potatoes. When Esther said this, she. You need an actual quote. It's okay for now. That's why we have those Chapter titles so you can go back and find the data that you need.

Students: [inaudible 01:01:50]

[01:02:00]

Teacher 1: Sure. Sounds good. We have 20 seconds on the clock. Still see fingers moving, that's great. That's time for us. Raise your hand if you read an essay that had 3 pieces of data. 3 quoted? Quoted cited pieces of data? Awesome that's the majority. Cool. Before you rotate your Chrome book, look at what we're looking for next. Now we're looking for the warrants. Hold on, listen to me before you rotate because then you stop listening. Hold on wait for the direction. Round 2 is the warrants. When you see a quote, a piece of data, somewhere in there should also be an explanation of how that data supports the thesis. They shouldn't just put I love potatoes and no explanation of how that supports the thesis. Go ahead and rotate papers. How many warrants should you see? How many explanations of data?

Students: 3.

Teacher 1: 3. One for each piece of data. Go ahead. Rotate again, Hiruki this round is warrants. You're reading for the warrants, the explanation. Everybody's got a new Chrome book, I'm going to start the timer. Don't forget to put your initials after your comment. Let's do 4 minutes. [crosstalk 01:03:40] You guys all have very complete paragraphs, that's great. [crosstalk 01:04:16] Yep, 2 more hopefully this year. Yes.

[01:04:00]

Students: [inaudible 01:04:29]

Teacher 1: Not on this part. On the body. Go down to the body. Go down, go down. This is what you're getting peer review on. This is just his planning. He planned it. Then he should have laid it out in a paragraph form. Right now you're looking for warrants. Is all the data explained? Is there a quote and then an explanation of how that quote supports? [crosstalk 01:04:52] Sure you can say it's unclear maybe how this quote supports your thesis. Don't forget to put your initials. If you only see 2 warrants let them know they need a third. Make sure you explain what's not there, not just what is there. [inaudible 01:05:49] Maybe just let her know that you made the feedback at the top. That's good though. Bless you. We're going to take one

[01:06:00]

more minute on warrants and we'll have just enough time to do the last part. Is that all your body? Wow. What's your topic? My personal favorite. You got 3 pieces of data yet. Remember the chapter title doc is in Google classroom that might help you find where we talk about potatoes. I posted it last night.

This side, the chapter title's document might be a helpful document right. That's posted in Google classroom as well. That will help you find where in the book to look. It was posted last night so it should be towards the top.

Students: [inaudible 01:07:31]

Teacher 1: There's another document called chapter titles. We gave all the chapters titles to help them find and one of them is called Esther's misfortune. That's the chapter. It was posted yesterday in Google classroom. Are we good does anybody need more time on warrants? Sorry that's annoying. Does anybody need more time? The 3rd round. You're probably going to have yours back again because you only have 3 of you. Tadashi's table, Student's table and you guys will probably have your original back but if you want to swap with someone else you can. Last round is conventions. What is conventions again? Student what is conventions? You're not sure. Student what is it?

[01:08:00]

Students: [inaudible 01:08:19]

Teacher 1: Right, it was a criteria on the rubric. Right, there shouldn't be any red squiggles. All grammar should be correct, spelling, punctuation. For this one we do this last. Hold on before you rotate, we do this last because you're going to read the whole thing. You're not just going to skim on this one. You got to read everything to make sure it makes sense. I noticed some of you already went to suggesting mode which is awesome. If you want to put it in suggesting mode that would be helpful too. You can just suggest the change versus a comment, that's all right as well. You got to read the whole thing.

Give you feedback on conventions. Spelling, punctuation, grammar, any of those red squiggles should be gone. Transitions, what's an example of a transition, give me one. First 2nd, 3rd, then, for example. I don't have everybody's attention over here. You can't just have a quote and then an explanation. Another quote and then another explanation. You should have some movement to the next piece of evidence. You want to look for transitional words. Another piece of evidence to support my claim is this. You're looking for two things on this round, that's a lot. Conventions and transitions. We'll use the next 4 minutes which is the remainder of class for this one. You've got to read the whole thing. Okay, all right go for it. Yes ma'am.

[01:10:00]

Students: [inaudible 01:09:56]

Teacher 1: Sure if you're on your own you don't have to be on suggestion mode you can just change it. Yeah sure. Just make sure you're reading over it for spelling grammar and transitions.

Students: Tonight can we go back and recopy everything now that it's been edited. It's all edited on the top.

Teacher 1: Yep. You're actuStudent going to put it into the next document. I'll go over it after. Use this time to edit and then I'll go over the next step. Yet another piece of evidence. That's an excellent transition. Yet. You used a yet. How are we doing? [01:12:00] That's allowed. What's your topic? Ooh.

Students: [inaudible 01:12:03] I think it's a motif instead of a symbol.

Teacher 1: You changed your mind? You think it comes up more often?

Students: [inaudible 01:12:19] beginning. [inaudible 01:12:22]

Teacher 1: Who do you think has the psychic powers?

Students: Mother.

Teacher 1: Mother, what about grandmother?

Students: Yeah.

Teacher 1: Maybe the females? Excellent did you find enough evidence yet or do you only have 2?

Students: I got one.

Teacher 1: Okay [crosstalk 01:12:40]

Students: I have the beginning of chapter 1.

Teacher 1: Do you also have the chapter title document open? I posted it in Google classroom. Remember we titled all those chapters. That will help you find evidence.

Students: Oh, yeah. Right now it's already 11:40.

Teacher 1: I know. Just so you know it's there. You're good then.

Students: I need to bookStudent this just so I know I won't have to waste time.

Teacher 1: That would be a brilliant idea. You guys have 30 seconds over here. What's your topic? What is it?

Students: [inaudible 01:13:20]

Teacher 1: Potato. Okay.

Students: What is Christmas have to do with [inaudible 01:13:36]

Teacher 1: Because it's Christmas and I'm excited. Is that not okay? 5 seconds on this clock. It's a symbol. Creative little monsters. Okay, that's our time. Okay. You should have your original Chrome books, correct? we're going to give two sets of directions to dismiss. This side of the room, can you guys look up here, Google classroom. Everybody's eyes up here. Ms. Student, Student. Everybody up here. Student are you with me? This has a final draft that once you respond to the feedback on that intro and body, you're going to paste it into this document and we're going to work from there. We're no longer in planning. We've got now the formatting document. That is your homework for tomorrow. You're going to come in with that pasted into your final draft literary analysis. What's the piece that's missing? What's the last part of an essay? Conclusion. We're going to focus on that tomorrow. Questions about what your homework is? Fabulous.

[01:14:00]

This side of the room. You lost out on the opportunity for peer review. That was today. We got to move ahead tomorrow. If you get this filled in and complete, what can you do to get some feedback before coming to class tomorrow? Student, what could you do? That's brilliant. Yes. Ask a parent. That would be amazing. You could ask us too. You could also ask each other. You could do peer review yourselves. Any, all of those things can happen before class tomorrow, but you missed out on the peer review part. Tomorrow we're going to move into conclusion.

Teacher 2: [inaudible 01:15:20] can you check my paper? That's not going to work. Watch me, eyes up here. Dear Teacher 2, Dear Teacher 2 2, please review my paper. That way we can give you feedback. Not just [inaudible 01:15:45] way out the door.

Teacher 1: Awesome work today with everybody wherever you're at. High five. Pat on the back, give yourself a good hug. Thank you guys, you can head out to lunch.

[01:16:00]

Students: You have a nice day.

Teacher 1: Thank you Student. Yes.