

4: 2nd_MorningRoutine_Main

Teacher: All right. Good morning boys and girls.

Class: Good morning "teacher".

Teacher: Okay, so we're going to go 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' for Friday.

Class: Comma.

Student: Comma 2015.

Student: A capital 'A' for April.

Teacher: Okay.

Class: 2015, period.

Teacher: All right. Why did we capitalize the today?

Student: Because it's a first.

Teacher: "student"?

The first letter in any...

Student: Sentence.

Teacher: The first letter in a sentence.

Why did we capitalize the F?

Student: Because it's a day?

Teacher: It's a day. It's a proper noun, it's a day of the week.

Why did we capitalize the A in April?

“student”?

Student: Because it is a name of a ...

Teacher: It's a name of a month, right.

Let's read it together.

Class: Today is Friday, April 24th, 2015.

[00:02:00]

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. Customary way to write the date.

So, this is the customary, a little bit more regular; month, day, year.

Now what about this one?

Student: Year, month, day.

Teacher: Year, month, day. Do you see that? 2015, 04. What does 4 stand for?

Student: The month.

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

Student: The day.

Teacher: The day. So we are on the 24th day of April.

All right, let's move on our weather report. Let's see, who's going to be our weather reporter today?

And when I was driving to work listening to the weather report, they said three different things, so I was wondering, what about the weather? So I'm very curious to hear about what the weather reporter is going to share. Not going to share with you, because I want to see what you have to say.

“student”! Okay, it's your job, you're the weather reporter, so can you come up and read the thermometer for us? And also let us know what you think it looks like outside.

Student: [Sixty-five 00:03:43]?

Teacher: Are we all the way... Is it as hot as it was in the beginning of the year? Because that was our hottest day. It's right up to 80, a little bit past. How much is that?

[00:04:00]

[silence 00:04:07]

Student: Eighty-one?

Teacher: Eighty-one, yeah? How many people agree?

I agree too. Okay, eighty-one degrees. Eighty-one...?

Student: Degrees?

Teacher: Degrees...?

Student: Fahrenheit?

Teacher: Eighty-one degrees Fahrenheit. Can we say that?

Class: Eighty-one degrees Fahrenheit.

Teacher: Will you go take a look outside and let us know what the weather is like?

Interesting, it does look a little bit different outside today, doesn't it?

Let's hear what “student” has to say.

Student: Cool and...

Teacher: Why is it harder to tell today?

Student: Because it's grey.

Teacher: What do you think about the weather? Can we help “student” make a decision about the weather?

I heard someone say it was grey, but was it like cloudy grey?

Student: No, it's kind of blurry.

Teacher: It's a blurry grey. That's a good way to describe it. What do you think, “student”? Sit up straight, please.

Student: [inaudible 00:05:36]

Teacher: Well we're talking about - you need to listen, because we've been talking about what the color of the sky looks like today.

Student: Warm?

Teacher: Okay, I agree that it's warm, but is it sunny, voggy or cloudy?

Student: Voggy.

Student: Voggy.

Teacher: Okay, 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. Come and take a seat.

So that's what vogginess is, right?

Student: Yes.

Teacher: What is vog?

Student: It's smoke from the volcanoes.

Teacher: It's smoke from the volcanoes blown up to [a-wa-hoo 00:06:32], but do you remember what type of winds?

Student: [Eastern-y 00:06:37] winds.

Teacher: It's [co-no 00:06:39] winds. It's a [southerly 00:06:43] type of a wind, okay?
So we have - we had to make our own...

Student: Yay!

Teacher: It's voggy, something that only happens in Hawaii or places where there are active volcanoes. So it is voggy and warm today.
And I hear some excitement. What's the excitement about?

Class: We've made a group of 5!

Teacher: Oh, awesome! We've been waiting a long time to make this group of 5, haven't we?

Class: Yes.

Teacher: All right. Now why do we get excited about making groups of 5?

Class: Because it's easier to count.

Teacher: Why is it easier to count?

Student: When you count by 5, you just start [inaudible 00:07:29]

Teacher: Right, so you're just alternating between either 5 or 0 in the one's place, so it makes it a lot easier. Let's count or 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...

Teacher: 76 plus 5 in your head.
[00:08:00]

Class: 81!

Teacher: 81...

Class: 86, 91, 96, 101, 106, 111, 115, 121, 126, 131, 136...

Teacher: I expect to see everybody counting.

Class: 137, 142, 147, 152.

Teacher: 152. Okay, 152 days of school. Let's count the more efficient way, and I see some listeners in the bunch, that's not the expectation, the expectation is that you're all practicing counting. I know that skip-counting, especially with different ones, can be more challenging, but try your best, okay? Ready, and the efficient way counting by fives and then counting one by one. 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. We're getting closer to the end. We have 179 school days this year, we lost one day because of hurricane Iselle. [00:10:00] We usually have 180 days of school. How many days left if today's the 152nd day of school and we have 179 days of school? Today is the 152nd day of school, we have 179 days of school... Are we going to add or subtract to find that out?

Class: Subtract.

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

Class: No.

Teacher: No.

Class: 9 minus 2 is 7, 7 minus 5 is 2, 1 minus 1 is 0. It's 27!

Student: Yes, I knew it!

Teacher: Thumbs up if you did that in your head, mentally. Okay, awesome. Did you subtract or did you count up?

Student: No.

Teacher: Did you do the subtraction in your head?

Student: Yes.

Teacher: So you did this math problem in your head. Or did you count up from 2 to 9? That's what I do.

Student: I count 2 to 9, because that's... Because 7 plus 2 is 9, so I was thinking it was 27, so I thought 152, and I counted back. 152 plus 7 equals 159, plus 20 equals 179.

Teacher: Awesome, breaking it apart. That's similar to how I think. How did you do it?

Student: [inaudible 00:12:00]

[00:12:00]

Teacher: So you actually solved this problem in your head? 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're not regrouping it, it's much easier. When we have to regroup, that's when we really want to pull out our pencil and [hip-ar 00:12:21]. And we'll see that with our problem of the day.

All right, let's go ahead and remember, what do we want to try to do every day?

Class: Problem of the day!

Teacher: All right, so let's review our... what's it, we have a few children out, so let's make sure, with our jobs today, that everybody's covered. We have line leaders here... Okay, we're good. So we just had morning business, and we're about to start working with our problem of the day, and extra math, and if you finish both of those, we're going to go ahead and have some review flash cards with shapes and money, and I'm also looking forward to time. Time is something that we'll be covering a little bit later in May. We want to make sure that we're working in understanding all of what we already know, just like with money, how we did a little bit of work with money before we started learning about money, it made it a lot easier. We're going to go ahead and start working with those flash cards, then we're going to start math. Today, we're subtracting money, with a dollar sign and the decimal point. Recess, and then we have reading, and then we have lunch, recess, 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 boards list. Okay, so my advice to you is that you make Thursday night a practice spelling test at home, okay? This is something that will help you moving forward.

[00:14:00]

Mrs. [“teacher-2”00:14:00] and I have meetings today, so after our spelling test, we might get a little [00:14:05] practice, we'll see. And then we're going to go to the library and the computer lab, okay? So if you have any library books, make sure that you put them inside of our tub, but I think we've got of them yesterday.

All right. [Student 00:14:24], it's your turn to share our Pono values, and we're going to talk a little bit more about our Pono values today, and I want you to think about ways that you can show our Pono values in class.

Student: Our Pono class...

Class: Our Pono 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: Okay, so think to yourself, what's one way that you can show the Pono value of looking like you are in a Pono class, that you are a Pono student?

Student: [inaudible 00:15:10]

Teacher: Okay. So 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 it's reading time and you're working I the center? It's really easy to say "I'm not gonna talk and I'm just gonna listen to the teacher", but what are you going to 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: [inaudible 00:15:49]

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

Student: What we're doing right now, looking at the speaker instead of talking to other people?

[00:16:00]

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? "student", what will you be doing? What will it look like?

Student: [inaudible 00:16:19]

Teacher: Yeah. So if I'm sitting over here working with another team and if I look up, I mean to see that everybody is on task, I mean to see that people are smiling, that they look like they're enjoying learning.

Continue, thanks.

Student: Our Pono class...

Class: Our Pono class...

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 the 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 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, okay? I want to sound like the things that I'm saying are positive.

So, what do you want to sound like? Think about when you're working in your teams, what will you sound like?

Student: Sound like kind?

Teacher: Kind. How can you be kind in your groups?"student", you seem a little bit... come closer.

Student: [00:18:00] [inaudible 00:18:00]

Teacher: Oh, okay. Can you say that a little bit louder?

Student: Instead of saying no, you say "I agree" or "I don't agree".

Teacher: Right. Because sometimes, when we say "No, that's not right!" How is someone going to take that?

Student: They're going to get frustrated.

Teacher: Right, they're going to get frustrated, they're going to get defensive. But if you say "You know what, I don't agree with you", is that coming from a way of 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: [inaudible 00:18:44]

Teacher: Oh, could be, depending on who's saying it. But if you say "I agree" or "I don't agree", then you're going to have a conversation, rather than telling someone what to do.

Okay, that's one.

Student: Our Pono calss...

Class: Our Pono class...

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: Okay. So hopefully, by the end of this day, you're feeling awesome because you made the Pono choices 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, thank you, you can put that back up there.

First things first, we're going to do our problem of the day, and we're also going to do extra math. It's 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 to start with the problem of the day, okay? Okay. You can go ahead, you're excused.

[00:20:00]

Problem of the day, extra math, and then when you're done, you can do, flash cards.