

9th ELA Flight
Classroom

Student: [crosstalk 00:00:00]

[00:02:00]

Student: This is towards the beginning right?

Yeah.

When he says, [crosstalk 00:03:43]

[00:04:00] Have any questions? [crosstalk 00:04:29]

Teacher: [crosstalk 00:02:31]

[00:06:00] 3 more minutes and then we're going to move on.

Student: [crosstalk 00:07:48]

Teacher: You can do that now.

Student: [crosstalk 00:11:45]

[00:10:00]

Teacher: Student. [crosstalk 00:08:38] Do you want [crosstalk 00:11:55] All right guys, we're going to transition. Get ready. I'm going to pass out your peer review sheet. [inaudible 00:12:12] Put your name on it and then I'm going to give you your partners right now. Put your name on the very top.

Student: [crosstalk 00:12:44]

Teacher: Then before we move on, put the seminar topic, that's going to be flight chapters 18 to 21. You remember what the topic is. Flight chapters 18 to 21.

Student: [crosstalk 00:13:12]

Teacher: Then I'm going to let you know who your partner is. Pay attention and you'll put their name in the blank. [Student 00:13:21] and [Student 00:13:22], [Whett 00:13:23] and Student. Student and Student. Student and Student. Student and Student. [Student 00:13:36] and Student. Student and Student. Student and Student, and Student and STUDENT [crosstalk 00:13:50]

Student: I don't know. [crosstalk 00:13:50]

[00:14:00]

Teacher: Okay and then flip your paper over, because before we start I want you to set a goal.

You got your feedback yesterday. You know what your grade was last time. You know where weaknesses are. I want you to, I actually put a I changed the reflection a little bit. It says personal goal for today. I want you to set your goal. If you look on the board, all of the [inaudible 00:14:21] have the different portions of the standard. You can look up here, okay I need to work on, whichever.

This is your reminder of what the standard is. The standard's also right in front of you on your paper, the full standard. My goal today is, and then fill in the blank. What do you want to work on today? Do you want to work on inviting others? Building on the discussion? You guys decide, okay?

Student: [crosstalk 00:14:46]

Teacher: Then I'm going to read the names of the first circle. Whoever your partner is, remember we're going to pick up the tables. Move them aside. The inner circle, get in the middle and then partners, just behind them. Give them enough space. You don't need to be directly behind them. Give them some breathing room.

[00:16:00] Let me let you know who the first circle is and then you're going to get behind your partner. What I want you to do today, you guys, is once you've sat down and your partner's behind you, I want you guys to share your goals with each other, so that you know what you're going to be looking for for your partner. Are they meeting their goal? You're going to try to help them get there.

The first circle is going to be Student, Whett, Student, Student, Student, Student, Student, Student and Student. [inaudible 00:16:30] Lift chairs, lift tables [inaudible 00:16:37] and make that circle.

Student: [crosstalk 00:16:31]

Teacher: Make sure you're above your questions to the middle. Everyone needs a book.

Student: [crosstalk 00:17:22]

I'm going to start it off. [crosstalk 00:17:22]

Teacher: Excuse me. Could I hear people sharing goals? Sharing goals?

Student: [crosstalk 00:17:32]

[00:18:00]

Teacher: All right, we're going to get going. Remember we're going to follow what you guys decided was your the best schedule. Hopefully we'll see how it goes today. 6 minutes, 3 minute coaching period, 9 minutes to finish. Coaches, really listen okay? You want to try to help them with their goal and you want to try to even listen to their content so you can say, hey guys, this is or this is what's coming up next. You can try to say this and

support them.

Outer circle time-keeper. Anyone want to volunteer?

Student: [inaudible 00:18:29]

Teacher: Student. Awesome! Then Student, you guys, just so you know, she's going to be the leader for this. She took a picture of the bonus questions. If you guys have time to get there, she'll put it out and she'll read it to you guys. Student's going to tell you guys when to start.

Student: Ready, set, go!

Student: The first question is, compare to how Zitz's felt at the beginning of the book. What is the metaphorical meaning behind Zitz's getting rid of his pimples? Why does this have a big impact on [crosstalk 00:19:35]

Student: [00:20:00] I think the metaphorical meaning behind Zitz's getting rid of his pimples is that he thinks that he will be changed into a different person. To support that, [inaudible 00:20:04] says, a few months from now, you'll be brand new. That's what the new foster parent [inaudible 00:20:13] told Zitz about [inaudible 00:20:25] his pimples. I think it also represents how he would be a good person [inaudible 00:20:44]

Student: I agree with Student because in the beginning when he had pimples he was always negative about everything. Now, [inaudible 00:21:21]

[00:22:00]

Student: I also think that the pimples is a metaphor for a bad things that happen. When you hear what he said about white people never having pimples and because they have the money to buy the medicine to take it off, so I also think that those medicines that would cure, take off the pimples, are [inaudible 00:22:38] the cost. They get off the hook because of their because they're rich [inaudible 00:22:49] That's why.

[00:24:00] [inaudible 00:22:55] the zits and the pimples being the bad thing. I agree with that. I would say at first, remember how Zitz would want to hurt people? That was when he had the pimples. He didn't give, he didn't care about anything or anyone. However at the ending, he's clean. His pimples are gone. That's when he realizes he doesn't want to hurt anyone anymore, which means his zits has cleared and went away. That's when he says his real name.

That's interesting but I think his zits represent his past and [inaudible 00:24:12] He's sort of starting over again and he's forgetting his past and trying to make a new person out of himself. Then when you read page 180, it also says that, but I'm beginning to think I've been given a chance, a chance to start over and forget about his past.

Student: Anyone else would like to go before we change?

Student: [inaudible 00:24:38] Student.

I agree with Student because what if he just, the pimples just [inaudible 00:24:34] something? Since he's been through a lot of stuff in his life.

Student: [inaudible 00:24:44] Having the medicine is like taking away that thing. That's [inaudible 00:24:45]

Student: Anyone else before we move on? Next question. What does it show about Zitz's feelings towards his new foster parents when he tells him, tells them his real name? Page 180 to 182.

I believe it shows that Zitz's finally opening up. It shows that he is finally happy to be part of the family. However, at the same time, he's scared.

Student: I agree with you that he's holding on because I think one of the reasons is because his foster parents are related to Officer [Daves 00:25:28] Somewhere in the book, in the beginning, it says, he says that he trusts Officer Daves.

Student: To add on to that, I also think that since his new foster parents treated him like they cared about him like his previous foster parents. I think that's the reason why he was able to trust them.

[inaudible 00:25:51] all of you guys because he wants to change his life to have a better future life.

[That's nice. 00:25:57]

[00:26:00] I agree with what all of you guys are saying, but I think it's like he's [inaudible 00:26:01] more respect towards himself. [inaudible 00:26:02] to be able to respect his new foster family. He'll be able to stay with them longer [inaudible 00:26:09] forever.

[crosstalk 00:26:10]

He's starting to accept who [crosstalk 00:26:12]

Student: [crosstalk 00:26:19] very respectful. Now since he realized he done bad things in the past, he should do better.

Student: I agree with [crosstalk 00:26:20]

Student: Time!

Teacher: That's a good place to pause. Student's going to give you, this time you guys want more coaching time so that means they're going to use it, right? Talk to your buddies. They

have 9 more minutes after this, so prepare [crosstalk 00:26:54]

Student: I get confused too.

Student: [crosstalk 00:25:57] About your answers. [crosstalk 00:27:13]

Teacher: All right. So far, so good. I do feel a little rush factor happening. Slow, slow. Try to really dig in every question. You guys have 9 more minutes so that's lots of time. You have 2 to 3 more questions depending on if you want to do the bonus or not. That's up to you guys. Just keep in mind, it's okay to spend a lot of time on one question. That's perfectly acceptable. Student's going to tell you when.

Student: Ready? Go!

Student: [crosstalk 00:27:39]

Student: Which foster has in the past like [inaudible 00:27:48]

[00:28:00]

Student: I think it was that foster family that bought him a plane. [crosstalk 00:27:59] He was still nice in a way.

Student: [crosstalk 00:28:14]

Student: Anyone else would like to add on to this?

[inaudible 00:28:26] The mom was nice to him and then the dad just [inaudible 00:28:31] but then he ignored him. So [inaudible 00:28:35] got aggravated and it [inaudible 00:28:38]

True. [crosstalk 00:28:38] The foster family that he ran away from [crosstalk 00:28:42]

What you're saying. Remember on his previous parents when he said whatever? Then the parents were like really, the foster parents were like really mad. When you see when he was when Zitz was in [inaudible 00:28:57] new foster family, when he said whatever, they didn't get mad towards him. They just treated him like the respect [crosstalk 00:29:09]

He said whatever but they didn't act like they're angry.

After the what's his name? The Dave. No, the other guy. The fire-fighter guy.

Student: [crosstalk 00:29:31]

Student: Student! When Student tells him good morning, and then after a little he said good morning, he asked Zitz if he wanted to go to the baseball [inaudible 00:29:41] instead of

[inaudible 00:29:44]

[00:30:00] Anything else? The third question. After going through a long, winded journey of self-discovery through living the lives of multiple people, how would you feel if you found out that it might not have been real? How does [inaudible 00:30:09] feel about it?

I think that it's relief that he was given a second change to relive things. You know how he [inaudible 00:30:19] regret everything he did once he did it? [inaudible 00:30:34] he was going to [inaudible 00:30:36] Whether or not to actually [inaudible 00:30:38] people.

Student: [inaudible 00:30:42] Is it like [inaudible 00:30:39] go back in time or something? [crosstalk 00:30:43]

Student: The question is asking what? The whole type of what if it wasn't real, like what if he didn't [inaudible 00:30:49] time-travel? It was just always like [inaudible 00:30:53] I think I would be disappointed about it not being real, but thankful for the lessons it taught. I think that Zitz would feel enraged or crazy about it wasn't real, but he would also feel grateful for the lessons the journey has taught. On page 162, he says, I learned a valuable lesson but I don't know what the lesson is.

Student: I agree with you but I'd still be, if I was Zitz, I'd still be confused about how all of that happened, and [inaudible 00:31:37]

Student: [inaudible 00:33:34] anything to say about?

I would be awkward if I go to another's [inaudible 00:31:52]

[00:32:00] What would you feel if it was [inaudible 00:31:57]? If you went through that journey for nothing, and it was just not ...

I feel as though as if I were to go through that journey, I'd be very grateful like how Student and Student said that for the lessons it taught me, but I'd be pretty confused about what happened and so on page 162, it says, I don't understand how time works anymore. He's saying, he doesn't understand. He's like what you said in the video. He was only gone for a couple of seconds and [inaudible 00:32:41]

I agree with you. I think, I would also be confused at first but I would also be the lessons that Zitz learned, I think that led him to making a decision on whether he should or should not [inaudible 00:33:00] To support that, on 162, 163, it says, maybe I'm not supposed to care. No matter how good or bad the reason, maybe you're supposed to believe that all life is sacred. I think that's the reason why he chose not to kill [inaudible 00:33:35]

Student: Yes I do. I agree with Student because I would be [inaudible 00:33:36] On page 157, when I opened my eyes, I was standing in a bank in downtown Seattle. That means he's

back home and he doesn't have to go through the nightmare [inaudible 00:33:56]

[00:34:00]

Student: To add onto what Student said, it ain't going to be maybe weird at all because [inaudible 00:34:07] because you shot the guy that so you feel like you got shot and you go back and cry or something. Maybe go back to the body if you're still alive. [inaudible 00:34:26]

Student: I agree with all of you guys because while Zitz was traveling through body-to-body, it's like when he was traveling from body to body, he knew he wasn't the only one going through so much pain. Like what you guys said, he was grateful for the journey he took even though it wasn't really [inaudible 00:34:48]

I agree with all of you guys. I would feel shocked because I don't know what I'm going to do. It could be a lesson for me that life goes on. Zitz would feel confused because he thought he killed [inaudible 00:35:10] people in the bank, but when he came back as Zitz, he realized that he did not kill anyone. On page 157, I did it before, a long time ago. A little while ago, a second ago, I don't understand how time works.

[00:36:00] Anyone else would like to [inaudible 00:35:43] Last question. On page 161, Zitz says, but I am tired of hurting people. I am tired of being hurt. How does this relate to Zitz turning himself into the police? To be honest, I had a difficult time understanding the question. Does anyone have an answer?

I think Zitz wanted to seek for help because he knew he was troubled with drugs, violence and all other negative things. I think he just needed to change himself and on page 163, it says, I need help. I'll walk until I see a police car. That explains it.

Student: I believe [inaudible 00:36:31] what you're saying but I think it's more like he's wanting to [inaudible 00:36:36] feeling towards the actual events and things that happened.

Student: Yes I agree with you Student. How Zitz relates to turning into [inaudible 00:36:49] because it shows that when he's just done and tired of hurting people and does himself hurting. When you're hurting, you need to turn yourself in so turn yourself in for the wrong things you've done so you can start healing. You have to relieve the past and bad things you've done so you can start relieving yourself, or ...

Teacher: We're going to stop there just for a minute so the other circle has time. Before we move on, comment for each category for your peer. Nobody move. Then I'm going to pull, we're not going to have time to go around to everybody so we're just going to maybe pick hopefully 3 volunteers. Observations about how the conversation went. Remember no names. Make it general. I observed that the conversation ... fill in the blank. Outer circle observations. Anyone want to volunteer? What are they noticing? Yes, Joy?

Joy: I noticed that everyone has [gone 00:37:55] more than one time and I really like that because it shows that everyone is always participating and really wants to respond to

[00:38:00]

their opinions.

Teacher: Good, someone else? Observations? Yes, Student?

Student: I liked how they just kept the conversation going and [inaudible 00:38:11] invited others so the conversation went back [inaudible 00:38:15]

Teacher: Awesome. One more observation. [inaudible 00:38:16] noticing. Yes, Student?

Student: I liked how Monday when we had that [inaudible 00:38:26] When [inaudible 00:38:28] After that, [inaudible 00:38:29] got back to the same [inaudible 00:38:34] and they didn't just pause it there and [inaudible 00:38:38]

Teacher: Good! I agree with all the things you guys said. Positive that everyone spoke. I see, citing page numbers, coming out. Inviting others. I heard follow-up questions so you guys are doing these things. The clarify, can you clarify what you said? I heard somebody say that. That's really awesome. Challenging, I think we could do a little more of that. There was a lot of agreeing. We saw the agreeing happening. I agree with what you say because, which was just awesome.

Then I do have a couple of content things I do want to pick up on but I do want the other group, I'm going to let the other group go and then we'll touch on some more things. One thing I do want to see though, this group, is when there's a page number, when someone says a page number, what should you do?

Student: [crosstalk 00:39:20]

Teacher: Yeah, you guys should open your books. Sometimes you can hear it and you're not really hearing or processing what they're saying to you. You might have something to add that's different when you actually see it. I should see books open when someone says a page number. Let's switch.

Student: [crosstalk 00:39:38]

Teacher: Outer circle time-keeper volunteer? Time-keeper outer circles? Thank you, Student.

Student: How long?

[00:40:00]

Teacher: It's up there on the board. 6 minutes. Then again we're not [inaudible 00:40:04] so just let it go like Student did a really good job. Actually just to point out the how well Student kept time, because I'm sitting right here next to him, he didn't say right away, time! Like to interrupt you, he actually waited until you guys finished and then he said time. That's really, Student, just to take that as a tip from Student. You did a good job. Student is your leader again. He's going to do the questions and he has the bonus question on his phone if you guys get to that as well. Sorry, we're going to wait for

Student to say go.

Student: Comparing to [inaudible 00:40:34] at the beginning of the book, what is the metaphorical meaning behind Zitz getting rid of his pimples? Why does this have a big impact on him?

Student: I think the metaphorical meaning about getting rid of his pimples is to just forget the past and forget the things he did and to start anew and fresh and leave the bad things behind. On page 180, it says, a few months from now, you'll be brand-new. That's just, that just gets to me. It does so. Right there I start to cry.

Student: I agree with what Student said because I think the metaphorical behind Zitz' getting rid of his pimples is that the new beginning or fresh start at life. This has a big impact on Zitz because he finally gets to have something he wanted for a long time, which is to be loved and to have a family that cares about him. On page 173, he states that he might be unlovable but then on page 180 he says, but I'm beginning to think I've been given a chance. I'm beginning to think I might get [inaudible 00:41:41] I like to think I might have an almost [inaudible 00:41:43]

Teacher: Pause real quick, sorry guys. Just to make this work better, when you say a page number, pause. That way everyone has time to get there. You guys are all like trying to get there really fast. Pause, give them time. Then they can look. Sorry, Student, go ahead.

[00:42:00]

Student: I agree with the both of you and I feel as if the pimples that Zitz had in the beginning of the book could've be, could be represented, could've represented Zitz' life, rough and ugly. When he gets the chance of getting rid of his pimples while the [inaudible 00:42:15] he gets emotional because like he's getting rid of all the bad habits that he does so that he's able to start fresh and new. This could also be why he now wants to be called Michael. For example, on page 4 in the beginning of the book ... He states, I wonder if loneliness causes acne. Then compared to the back, not the back, but the end of the book, on page 180, like Student said, he states here that I'm beginning to think that I'm might get unlonely. It shows that in the beginning he was lonely, but through the end of the book, he began to feel loved again. That's why he wants his pimples gone. It shows that he's no longer alone.

Student: While it's good to see that, I don't think it's really that complicated. On the very first page, he says, call me Zitz and my real name isn't important. At the end, his real name is important, as he wants to be called Michael. Now that just shows that he's becoming a new person, because zits are what he uses to describe himself and now he's getting rid of it.

Student: Another [inaudible 00:43:31] add to that.

[00:44:00]

Student: [inaudible 00:44:13] zits represents the bad of him. Like [inaudible 00:44:07] He's becoming a new person.

Student: [inaudible 00:45:42] anything to add to this? [inaudible 00:44:16]

The metaphorical meaning behind Zitz getting rid of his pimples is a new appearance for a new start in his life, or a new chapter. He is changing up his attitude towards things that [inaudible 00:44:53] His foster parents are [inaudible 00:45:12] him that everything is going to be okay, [inaudible 00:45:35] pimples which represent his past, removed from him.

Student: You look like you're dying to say something, Student. [inaudible 00:45:55]

[00:46:00]

Student: I agree with all of you because ... with Zitz' face [inaudible 00:46:37] pimples. He has ... [inaudible 00:46:39] his past. He's still remembering his past. When Mary gave [inaudible 00:47:01] to Zitz, it was like cleaning off his past and forgetting his past and [inaudible 00:47:07]

Student: Does anyone else have anything to say before I move on?

Student: [inaudible 00:47:18] What [inaudible 00:47:11] Zitz' feeling towards his new foster parents when he tells them his real name? I think it establishes trust between Michael and his 2 foster parents.

Student: I agree with Student because he trusts his new foster parents and he feels like when how [inaudible 00:47:27] Zitz, he doesn't get mad. He offered him a baseball game to watch and Mary trying to help him with his problems. [inaudible 00:47:37] took care of his skin problem and then on page ... Oh! On page 180, he says, she hugged me tightly. I feel great. I haven't been hugged like this since my mother died. It feels like [inaudible 00:47:58]

[00:48:00]

Teacher: Just in time. Barely heard you. 3 minutes, real quick. Guys real quick, quick, quick. Listening, listening, listening, pause. If you have a tip like cite page numbers, be specific and try to help them with their next questions. Like do you have page numbers and try to help them with that. Be specific about your feedback.

Student: [crosstalk 00:47:21]

Teacher: All right, we're going to get going here.

Student: [crosstalk 00:50:03]

Teacher: Student's going to give you 9 more minutes. Once again, take your time on the questions. You're doing good, doing better at pausing with the page numbers, opening

book, so it's good. Student.

Student: I agree with you two [inaudible 00:49:04] It shows that Zitz [inaudible 00:49:05] has able to trust and that he [inaudible 00:49:09] people in his family. [inaudible 00:49:11] says, but I'm beginning to think I've been given, I'm beginning to think I might be [inaudible 00:49:20] I'm beginning to think [inaudible 00:49:22] almost [inaudible 00:49:23]

Student: I agree with what Student and Student said because I think Zitz feels very happy towards his foster parents when he tells them his real name because they showed that they cared about him, unlike his previous foster parents who just abused him. They didn't really pay attention to him.

Student: I agree with what Student said. Zitz obviously feels safe and trusts his [inaudible 00:49:58] foster parents [inaudible 00:49:59] tell them his real name. He's never had anyone who cared for him in a long time, so he opens up and tells them his real name. [inaudible 00:50:08] He's soon able to tell them more things. On page 180 ... [inaudible 00:50:11] I know the world is still a hard and cold place. I know that people will always get [inaudible 00:50:32] against each other, [inaudible 00:50:36] People will always be [inaudible 00:50:38] each other. I know that I am a betrayer, but I'm beginning to think I've been given a chance. Beginning to think I might be getting unlonely. I'm beginning to think I might have an almost real family.

[00:52:00]

I agree with all you guys, but to add on. I think that when he's properly introducing himself to Student and Mary because he actually wants to become part of their family, unlike his old foster families, he didn't really, properly introduce himself. He never really said his real name to his old foster parents, so that probably shows that he doesn't really trust them as much. When he tells Student and Mary his real name, it's like showing that he does trust them and he's willing to become part of their family.

I see what all of you guys are saying, and yet I believe that he believes that there are good people. The reason why he tells them his real name is [inaudible 00:52:53] he wants to fit in with the rest of the family. While Mary is trying to get him to get rid of his pimples, why call him Zitz if he doesn't have pimples anymore? In that way with Michael, at least he would have a normal name and people won't question why his name is Zitz as such.

Student: To build on that, you can see how he's changed over the course of the story. As the first 3 sentences on the first page is about his name being Zitz and the last 3 sentences on page 181 on how his name is Michael.

Student: I agree [inaudible 00:53:35] I didn't really notice that until [inaudible 00:53:38]

Student: On the first page, on the very first page, in the first 3 sentences, are about how his name is Zitz and on the last page, 181, last 3 sentences are how his name is Michael.

[00:54:00]

Student: That's very [inaudible 00:54:02]

With that information you can see how the story progressed and how life changes. Does anyone have anything else to add onto that?

Student: [inaudible 00:54:12]

Student: After going through a long, winded journey of self-discovery through living the lives of multiple people, [inaudible 00:54:25] he found out it might not be real. [inaudible 00:54:27] How does Zitz feel? If I found out that [inaudible 00:54:33] I think me and Zitz would feel confused because on page 158 ... [inaudible 00:54:47] after standing here for hours, [inaudible 00:54:49] to decide what I should do. Me and Zitz would doubt that would be real.

Student: I agree with Student. I see what you're saying. Well I don't really agree with you but, in my opinion, I would feel happy that it's not real to be honest, because the whole concept of traveling into another person's body makes me feel scared. It makes me think, am I cursed or am I not human? Scientifically, it is impossible. I think Zitz [inaudible 00:55:34] he's kind of confused, like you said too, how it wasn't real. I think he also feels a little bit relieved too, because [inaudible 00:55:44] he doesn't have to go into explanation on. Like what he did, why it actually stopped recording, [inaudible 00:55:50]

[00:56:00]

Student: [inaudible 00:56:21] because he had to go through so much things for nothing and almost risked other people's lives because he was in their body. I also think that he would also feel as though it is a life lesson.

Student: [inaudible 00:56:26] What do you think about [inaudible 00:56:25]

Student: I agree with Student [inaudible 00:56:31] I would be confused and [inaudible 00:56:37] Then again, [inaudible 00:56:37]

I think that I would feel happy because [inaudible 00:56:55] before he went to another person's body, he shot people [inaudible 00:57:03] a bank. Then when he came back to the bank, he's like, oh I never shot anybody! I would feel happy because I had a chance to restart and have a second [inaudible 00:57:27]

Student: I agree with everyone who spoke, but I think would be tripping out first. Like what in the world!? I would be thankful because I would finally understand why things happen and I'll see that see how guys' situations go and see things from a different perspective and how other people are [inaudible 00:57:58]

[00:58:00]

Do you have anything to say?

Student: It's understandable that [inaudible 00:58:11] That he'd be grateful. I don't think he'd be

confused, or I don't think he is confused, as on page 166 when the detective says that his disappearance doesn't really matter. He just accepts it and says, that he's probably right.

Student: What page it's on?

Student: 166.

Student: [inaudible 00:58:56]

Student: On page 161, Zitz says, I'm tired of being afraid of people. I'm tired [inaudible 00:59:13]

Student: You want to jump in just for that one?

[01:00:00] I think this [inaudible 00:59:20] relates to Zitz [inaudible 00:59:21] because he wants to change and he probably realizes that he can't [inaudible 00:59:33] Therefore, he [inaudible 00:59:34] respects which is Office Dave. Like on page 162, he says, Zitz says that I'm helped. Then on page 163, he says it's like she's begging for Officer Dave to [inaudible 01:00:02] so he's [inaudible 01:00:01] please take them away.

Teacher: We're almost there because we're close to, we got to wrap up. Outer circle, remember comment for each section. Then we're going to get observations, general observations about how the discussion went, you can even compare to your own. You guys just talked. Outer circle people, want to volunteer? Observations? What did we notice? Yes?

Student: I like the way how they invited one another so they could keep the conversation going.

Teacher: Good. Other observations? Yes?

Student: [inaudible 01:00:45] discussions but they should try to invite the people that hadn't spoken yet.

Teacher: More inviting. Yes [inaudible 01:00:48]

Student: Something should [inaudible 01:00:50] speak more without others inviting them, they should speak more.

Teacher: Good. Anything else? Real quick guys, how did the whole class do on volume today? [inaudible 01:01:06] hear everyone all the time?

Student: No.

Teacher: Outer circle, could you hear everyone all the time?

Student: No.

Teacher: Then vice-versa, right? Volume is a big deal. I think we need to continue to work on that as just being louder. Let me put out some positive things and this is for everybody. I'm really impressed. Yesterday I put up the common core standards for reading. It said that you guys need to be able to look at specific word choice and determine the effect of word choice. You guys spent a really long time just talking about word choice as far as Zitz versus Michael. You traced going beyond that syntax patterns. Looking at the first few sentences of the book and then looking at the last few sentences and noticing, oh wait, he did that on purpose. Then you guys are all having these aha! moments. Wow! I didn't even think about that. That's really impressive.

[01:02:00] Then I like how you guys checked the imagery. You were talking about how in the beginning of the book, he described himself as being rough and ugly and having Zitz. Right? Then at the end you guys pointed out the imagery changing. You said things like he was describing himself as brand-new and wanting to be clean. We're really noticing that the language and the structure of the text, you're seeing that that's purposeful. That we're seeing the change through the word choice and the structure that the author decided to use, which was great because we're looking at his style.

As far as feedback, I think volume needs to be worked on a little more. Then I think we can work on maybe making it a little more natural. There was moments of it being natural like when you guys were all whoa, looking at the sentences and you were naturally responding to that. I think it's great you guys were very well prepared and reading, but it'd be nice to see a little bit more natural. We'll work on that. Maybe talk about that as far as what we can do as a class to make that happen next time. Get your guys' input.

What we're going to do today, last 5 minutes, we don't have much time. Let's move the desks back. Can you, wait, wait, wait, let me finish. This is going to be the rest of the instructions for the rest of the period. I want you to give your peer the feedback. Give it to them, let them see it, and let's get all the desks back. Then I'll explain what your homework is.

Student: [crosstalk 01:03:14]

Teacher: Remember the lift desks don't drag. All hands on desks. Put your chairs back. Tables back. Don't drag chairs.

Student: Don't drag the chairs.

Student: [crosstalk 01:04:04]

[01:04:00]

Teacher: I'm going to explain in a second whenever I'm settled down.

Student: [crosstalk 01:04:09]

Student: Where does she sit?

Student: [crosstalk 01:04:24]

Teacher: In a chair, in a chair. Then I'm actually going to explain the reflection part because it's a little different than last time. This is not going to be due before the bell rings because we don't have very much time and I want you guys to really think about this. Student, chair. I'm going to go over. Everyone flip over and look at the back and this'll be your homework. I'm not going to [correct 01:04:52] it until Monday because you guys have a field trip tomorrow.

You're going to again as usual did I meet the standard today? Reflect on that. Think about it. Think about these days, which areas could you work on next time. Then I actually added a part. I said, how did this discussion add to your understanding of the text? Be specific about what was mentioned or asked that got you thinking in a new way. Explain for example, I never thought about. Remember all you guys with that aha! moment with the beginning and the end sentences? That could be something you talk about. Something that you hadn't actually thought about before that your classmates helped you learn.

I don't want to see general, I thought my classmates said things I never thought about. I want to know specifically what they said that made you think in a new way, okay? That's the added part. Everything else is the same. Ideas for next time. Maybe we could think, brainstorm ideas. How can we get this a little more natural-sounding? Do you guys have any ideas? You're going to put that in there. If you don't, that's okay. Just think of general ideas for class improvement for next time. Work on this until the bell. It'll be due on Monday.

Student: [crosstalk 01:06:10]

[01:06:00]

Teacher: That last one we did [crosstalk 01:06:11] I just need to get the paperwork. Then your [crosstalk 01:07:01] Have a good day! We'll see you tomorrow on the front lawn. Wear [inaudible 01:07:47] whites or your pink class shirt if you can.