

9th ELA Flight
Main

Teacher: You're doing the bonus?

Student: Yeah.

Teacher: Okay. Okay, so Student, make sure you actually put the coats, parts of the coats, that way when I check it I can give you that credit, okay?

Student: [Inaudible 00:33]

Teacher: Okay, so that's the hard part. You have to decide what does this plot structure, what is the effect? Does it make it suspenseful, does it make it mysterious, or does it make it have tension? Does that make sense? You just decide whatever you think it's doing and then we can talk about it in the middle.

Student: I didn't write [inaudible 00:01:03].

Teacher: Okay, well, at least today's ... okay. What happened to your planner, did you lose it?

Student: Yeah.

[00:02:00]

Teacher: Okay, and you've just been writing in here? Okay. Okay about three more minutes and then we're going to move on.

Student: Do we have to answer that last one?

Teacher: Maybe what you can put is, "I'm not sure", right? Then when you're in the group, you could say, "Guys, I don't know, what do you think?" That way you can get the help. Does that make sense? Yeah.

Student: [Inaudible 04:30]

[00:04:00]

Teacher: Yeah.

Student: Can I borrow a scissors?

[00:06:00]

Teacher: Student, I'm going to have you be the leader again. Do you have a phone that you could take a picture of that?

Student: Yes.

Teacher: Can you do that now? Student, I'm going to have you do the leader again. Do you have a

phone that you can take a picture of that on, so when it comes time, you can read it to the group? Okay? If you need to get up, you can get up. All right guys, we're going to transition, get ready. I'm going to pass out your peer review sheet, okay, put your name on it and then I'm going to give you your partners right now.

Student: Thank you.

Teacher: Okay, put your name on the very top. Okay, then before we move on, put the seminar topic, that's going to be "Flight, Chapters 18 to 21", so we remember what the topic is, [00:08:00] "Flight, Chapters 18 to 21". Okay, then I'm going to let you know who your partner is, okay? Pay attention, I'm going to put their name in the blank. Student and Student, Wet and Student, Student and Student, Student and Student, Student and Student, Student and Student, Student and Student, Student and Student and Student and Student. Okay? Put the name down. Then flip your paper over because, before we start, I want you to set a goal.

Okay, so you got your feedback yesterday, you know what your grade was last time, you know where your weaknesses are. I changed the reflection a little bit, so it says personal goal for today. I want you to set your goal, and if you look on the board, all of these sentence-starters have the different portions of the standard. Okay? You can look up here, be like, "Okay, I need to work on whichever", okay? 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?

[00:10:00] Do you want to work on inviting others, building on the discussion, you guys decide, okay? Okay? I'm going to read the names of the first circle, okay, whoever your partner is, remember we're going to pick up the tables, move them aside, the inner circle get in the middle, okay? Then partners just behind them, and give them enough space; you don't need to be directly behind them, right? Give them some breathing room. 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, and you're going to try to help them get there. Okay?

[00:12:00] Okay. The first circle is going to be Student, Wet, Student, Student, Student, Student, Student, Student and Student. Okay? Again, pick, lift chairs, lift tables, make lots of space and make that circle. Okay, make sure you bring your book, your questions to the middle, everyone needs a book. Okay, good, I hear people sharing goals, share your goals. Student, you want to come a little closer to Student so you guys can ... I'm going to actually have you come this way, okay? Then you're going to come as much behind her as you can. There you go. Better.

All right, we're going to get going. Remember, we're going to follow what you guys decided was the best schedule, hopefully, we'll see how it goes today. Six minutes, three-minute coaching period, nine minutes to finish, okay? Coaches, really listen, okay,

because you want to try to help them with their goal, and you want to try to even listen to the 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. Okay? Outer circle timekeeper, anyone want to volunteer? Student, awesome.

Okay. Student, you guys, just so you know, she's going to be the leader for this and she took a picture of the bonus questions. If you guys have time to get there, she'll pull it out and she'll read it to you guys, okay? Okay. All right, Student's going to tell you guys when to start.

Student: Ready, set, go.

[00:14:00]

Student: Okay, so the first question is ... how Zits felt at the beginning of the book, what is the metaphorical meaning behind Zits getting rid of his pimples? Why does this have a big impact on him? Okay, they can go.

Student: I think the metaphorical meaning behind Zits getting rid of his pimples is that he thinks that he will be changing to a different person, and to support that, in page 80, it says, "A few months from now, you will be brand new" and that's what a new foster parent had already told Zits about removing his pimples and I think it also represents how it will be ...

[00:16:00]

Student: I also think that the pimples is a metaphor for bad things that happened, and you know when he said that white people never have pimples because they have the money to buy the medicine to take it off? I also think that those medicines that would take off the pimples are the society and the cops and they get off the hook because they're rich and they're white and there's this ethnicity.

Student: I understand, Student, what you're saying about the zits the pimples being a bad thing. I agree with that. I would say, at first, remember how Zits would want to hurt people and that was when he has his pimples? 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. That's when he says ...

[00:18:00]

Student: It's interesting but I think that his zits started to represent his past, and by getting rid of his pimples, he started starting over and he's forgetting his past and make a new person out of himself, and then in page 180, it was the sense that I'm beginning to think that I've been given a chance, a chance to start over and forget about his past.

Student: Anyone else who'd like to go. What do you think, Student?

Student: I agree with Student. What if his pimples just represented something, right? Since he's been through a lot of [inaudible 00:19:18].

Student: Yes, I agree with you, Student, because the pimples represent his pain and having the

medicine is like taking away that pain. That's how [inaudible 00:19:35].

Student: Next question. What does it show about Zits' feelings towards his foster parents when he tells them his real name, page 180 to 181? I believe that it shows Zits finally opening up, it shows that he is finally happy to be a part of a family, however, at the same time he is scared.

Student: I agree with you that he's opening up, because I think one of the reasons is because his foster parents are related to Officer Dave, and somewhere in the beginning he says that he trusts Officer Dave.

Student: [00:20:00] To add onto that, I also think that since his new foster parents treated him like they cared about him unlike his previous foster parents, I think that's the reason he was able to trust them.

Student: [Inaudible 18:02]

Student: I agree with what all of you guys are saying, but I think it's ... considering the respect towards himself and because of that he's going to be able to respect his new foster family and he'll be able to stay with them longer, or maybe forever. He's starting to really accepting him for who he is.

Student: To add on what Nick said [inaudible 00:20:19], you have to love yourself before you love others. He's accepting himself, so that's why he's starting to trust others, opening up.

Student: Anyone else before we move on to the next question?

Student: Yeah, I'm going next. She says his past foster families weren't treating him nice. I disagree with that because some of them treated him nice, but back then, he wasn't very respectful, then he realized he'd done bad things in the past and shouldn't do that anymore.

Student: Time.

Teacher: Okay, that's a good place to pause. Okay? Student's going to give you ... this time you guys wanted more coaching time, so that means that you're going to use it, right? Talk to your buddies, they have nine more minutes after this, so prepare, give them tips.

Student: I already did some with her.

Teacher: What did you tell her?

Student: I told her that I still support her thing and she needs to invite others because that's her goal.

Teacher: Okay, what about going over her next thoughts? Right? Get her to talk through them,

Student, because I know sometimes the shy factor can come in, so if you can help her feel more confident, okay? What advice did you give, Student?

Student: That she should use her page numbers.

Teacher: Yeah, that's good actually. Can you prep her for the next, do you guys have page numbers picked out already? Maybe that's something ... I don't know if you would know, Student, but you guys could maybe help ... you could help her with that. All right. Okay, so, so far so good. I do feel a little rush factor happening, so slow, slow, try to really dig in to every question. You guys have nine more minutes, right, so that's lots of time. You have two to three 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. Okay? All right, Student's going to tell you when.

Student: Ready? Go.

Student: I had a question but then [inaudible 00:21:38]. Which foster parents in the past [inaudible 00:21:40]?

Student: I think it was ...

Student: When Zits was in [inaudible 00:21:41] when he said whatever, they didn't get mad towards him, they just treated him with respect and they understood.

Student: I thought she was asking him [inaudible 00:21:47].

Student: After the ... what's his name? Dave, no, the other guy, the firefighter guy. Student. When Student told him good morning and then although he said good morning, he asked Zits if he wanted to go to the baseball game instead of ... anything else? Okay, the [00:22:00] 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 Zits feel about it?

Student: I think he was relieved that he was given a second chance to redo things, because you know how he seems to regret everything he did once he did it [inaudible 00:22:10].

Student: Is it that he passed through time or that he did not go back in time?

Student: The question is asking, the whole time, of what if it wasn't real [inaudible 00:22:15], it was just all in his head?

Student: I think I would be disappointed about it not being real, but thankful for the lessons it taught, and I think that Zits would feel raged or crazy that it wasn't real, but he would also feel grateful for the lessons the journey has taught, and 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 was still a bit confused on how all of that happened in a couple seconds.

Student: [Inaudible 26:02]

Student: Does any of you have anything to say about ...

Student: [Inaudible 26:15]

Student: What would you feel if it wasn't real? If you went through that journey for nothing and it was just not real?

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

Student: I agree with you all and I think I would also be confused at first, but I would also be ... the lessons that since ... been learned, I think that led him to making a decision of whether he should or should not kill [inaudible 00:23:44]. On page 162, 163, it says, "Maybe you're not supposed to kill, no matter how good or bad the reason. Maybe you're supposed to believe that all life is sacred", so I think that's the reason why he chose not to kill that man.

Student: Do you have anything to say?

Student: Yes, I do. I agree with Student because I would be relieved, too. On page 157, it says, "When I open my eyes, I am standing in a bank in downtown Seattle", so that means he's back home and he doesn't have to go through the nightmare. Yes.

Student: What tricks him ... I think I would be pretty weirded out because he doesn't know how he heard this essence. You shot the guy, suddenly you feel like you got shot and then go back in time or something, but then you go back to your body and then you're still alive and that's weird.

Student: I agree with all of you guys. This was challenging, body to body. When he was traveling from body to body, he knew he wasn't the only one who was [inaudible 00:25:51] he was grateful for the journey.

[00:26:00]

Student: I agree with all of you guys. I would be shocked because I don't know what I'm going to do, and it could be a lesson for me that life goes on. Zits would feel confused because he thought he killed lots of people, but when he came back as Zits, he realized, "I did not kill anybody". 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 anymore".

Student: Anyone else would like to add on before we move on? Okay. Last question. On page 161, Zits says, "But I am tired of hurting people, I am tired of being hurt". How does this relate to Zits turning himself in to the police? To be honest, I had a difficult time understanding the question. Does anyone have an answer?

[00:28:00]

Student: I guess Zits wanted to seek for help because he knew he was troubled with drugs, violence and all the other negative things, and I think he just needed to change himself and on page 162 it says, "I need help [inaudible 00:28:41]". That explains it.

Student: I totally agree with what you're saying, but I think it's more he wanted to relieve himself of [inaudible 00:29:07] where it's the actual events and things happened.

[00:30:00]

Student: I agree with you, Student. How Zits relates to turning himself in because it shows that when he's just done and tired of hurting people and does himself hurting and when you're hurting you need to turn yourself in so he could start the healing, after you relieve the past and all of the bad things you've done so you can start relieving yourself.

Student: Time.

Teacher: Okay, we're going to stop there just so the other circle has time. Before we move on, comment for each category for your peer, okay? Nobody move. Then we're not going to have time to go around to everybody, okay? We're just going to, maybe, pick, hopefully, three volunteers, observations about how the conversation went, okay? Remember, no names, make it general. "I observed that, the conversation", fill in the blank. Okay? Okay, outer circle observations, anyone want to volunteer, what are they noticing? Yes, Student?

Student: I noticed that everyone has spoke more than one time and I really like that because it shows that everyone enjoys participating and really wants to respond with their opinions.

Teacher: Good, okay. Someone else, observations? Yes, Student.

Student: I liked how they just kept their conversation going and they also invited others so that the conversation-

Teacher: Student, what are we noticing? Yes, Student.

Student: One day when he had that ... yeah, that thing. After that, he still got back to the same question and it didn't [inaudible 00:32:57].

Teacher: Okay, good, yeah. I agree, all the things you guys said. Positive that everyone spoke, I see citing, I heard page numbers coming out, inviting others, I heard follow-up questions

so you guys are doing-

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, right? We saw the agreeing happening, "I agree with what you say, because", which is awesome, okay? Then I do have a couple content things I do want to pick up on but 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? Yeah, you guys should open your books, right? Sometimes you can hear it and you're not really hearing or processing what they're saying and you might have something to add that's different when you actually see it. Okay? I should see books open when someone says a page number. Okay? All right, let's switch.

[00:34:00] Okay, then outer circle timekeeper volunteer-

Circle. Okay, thank you, Student. Okay, so it's up there on the board, six minutes. Okay, then again, we're not doing warnings, so just let it go. Student did a really good job, and actually, just to point out how well Student kept time, because I'm sitting right here next to him, he didn't say right away, "Time", to interrupt you, he actually waited until you guys finished and then said, "Time". Right, so that's really ... Student, just to take that as a tip from Student, he did a good job. Okay, so 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.

Student: Okay.

Teacher: Okay, wait. Sorry, we're going to wait for Student to say go.

Student: Start.

Teacher: Okay.

Student: Compared to now than at the beginning of the book, what is the metaphorical meaning behind Zits' [inaudible 00:35:00]? 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, to forget the things he did and to start new and fresh and leave the bad things behind. On page 180, it says, "A few months from now, you'll be brand new. That just gets me in the soul, right there I start to cry".

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

[00:36:00] chance. I'm beginning to think I might [inaudible 35:57], I'm beginning to think I might have an almost real family".

Teacher: Okay, 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 trying to get there, right? Really fast? Okay, so pause, give them time, okay? Then they can look. Okay, sorry, Student, go ahead.

Student: I agree with the both of you and I feel as if the pimples that Zits had at the beginning could have represented Zits' life, rough and ugly, so when he gets the chance of getting rid of his pimples while with his new family, he gets emotional because it's 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 end of the book, on page 180, like Student said, he states here that, "I'm beginning to think that I might get un-lonely". It shows that, in the beginning, he was lonely but through the end of the book, he began to feel loved again, so that's why he wants his pimples gone because it shows that he's no longer alone.

Student: While it's good to see that, I don't really think it's that complicated. On the very first page, he says, "Call me Zits and my real name isn't important", but at the end, his real name is important, as he wants to be called Michael. 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: Student, do you have anything to add on to that?

Student: [Inaudible 38:02]

[00:38:00]

Student: The metaphorical meaning behind Zits getting rid of his pimples is ... his foster parents are polite people so it's a reminder that everything is going to be okay, he gets his pimples, which represent his past, removed from him.

Student: It looks like you're dying to say something, Student.

Student: I agree with all of you. With zits on Michael's face, he has ... he's holding his past and he's still remembering the past and when [inaudible 00:38:51] to Zits was thinking of his past and forgetting his past and moving on to the future.

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

Student: What does it show up on Zits' feeling towards his new foster parents in terms of his [00:40:00] [inaudible 39:45]? I think it's that stress between Michael and his new foster parents.

Student: I agree with Student because ... he trusts his new foster parents because [inaudible

00:40:12] he didn't get mad, he offered him a baseball game to watch and Mary tried to help him with his problem, took care of his skin problem on page ... on page 180. He says, "She hugged me tightly. I feel great, I haven't been hugged like this since my mother died". I feel like [inaudible 00:41:04].

Teacher: Barely heard you. Okay guys, three minutes, real quick-

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.

What's your feedback for him?

Student: [Inaudible 00:41:22] He did really good stating ...

Teacher: You want to find out what his next points are going to be so you can prepare him?

Did you remember to time this, or no?

Student: No. Sorry.

Teacher: That's okay, we'll just go when everyone's ready. What advice did you give? Okay, and you know what you're going to say next?

Student: Yeah.

Teacher: You want to go over it?

Student: I was supposed to go after Student.

Teacher: You can follow up when we start, yeah? Sounds good.

[00:42:00] All right, we're going to get going here. Student's going to give you nine more minutes. Okay, so once again, take your time on the questions, you're doing good, better at pausing with the page numbers, opening books, so that's good. Okay, Student?

Student: I agree with you two and Student. It shows that Zits finally has people to trust and that he can finally call a group of people his family and on page 180 it says, "But I'm beginning to think I've been given a chance. I'm beginning to think I might be un-lonely. I'm beginning to think I might have an almost real family".

Student: I agree with what Student and Student said because I think Zits feels very [inaudible 00:42:29] towards his foster parents when he tells them ... they show that they care about him, unlike his previous foster parents who just abused him and they didn't really care.

Student: I really like what Student said. Zits obviously feels safe and trusts his new foster parents enough to 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. He goes on to tell them more things. On page 180 [inaudible 00:43:00], "I know the world is still a cold place and other people will always [inaudible 00:43:03]. I know that people will always betray each other. I know that I am not betrayed. I am beginning to think I've been given a chance. I'm beginning to think I might get un-lonely. I'm beginning to think I might have an almost real family".

Student: Yeah, I agree with all of 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, and 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, but when he tells Student and Mary his real name, showing that he does trust them and he's willing to become part of their family.

[00:44:00]

Student: I see what all of you guys are saying, yet I believe that he believes that they are good people, so the reason why he tells them his real name instead of the nickname is because 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 would they still call him Zits 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 Zits and such.

[00:46:00]

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

Student: I agree with Student on that, I didn't really notice that until now. I thought it was very interesting.

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

Student: With that innovation, you can see how the story progressed and how Michael changes. Does anyone have anything else to add on to that?

Student: After going through a lot of ... of self-discovery, [inaudible 00:47:46] lives of multiple people, [inaudible 00:47:51]. How does Zits feel? I found out that [inaudible 00:48:03], I think me and Zits would feel abused because, page 58, it says, "Maybe I've been standing here for hours and to decide what I should do". Me and Zits would [inaudible 00:49:06].

Student: I agree with Student, I see what you're saying. Well, I don't 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 and it makes me think,

"Am I cursed or am I not human?" Because, scientifically, it is impossible. I think Zits, at the end, he felt confused, like you said, too, how it wasn't real, but I think he also feels a little bit relieved, too, because that way he doesn't have to go into explanation around what he did, why it actually stopped recording the video.

[00:50:00]

Student: I think Zits was really mad/confused because he had to go through so much things for nothing and almost risked other peoples' lives because he was in their body. I also think that he would also feel as though it is a life lesson.

Student: AJ, what do you think about this?

Student: I agree with Student, like he was saying [inaudible 00:51:00].

Student: I would feel happy because before he went to another person's body, he shot people and then when he came back to the bank, he's like, "Oh, I never shot anybody", I would feel happy, a chance to make a new start.

Student: I agree with everyone who spoke of ... I think I would be tripping out first, like, "What in the world?" but I would be thankful because I would finally understand why things happened and see how bad situations go and see things from a different perspective and how other people are [inaudible 51:52].

[00:52:00]

Student: That's understandable, that people would think 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 is that?

Student: 166.

Student: Anyone have anything to add on? Anyone want to share their opinion more?

Student: At page 161 [inaudible 00:53:11].

Teacher: That's all right. Does anyone want to jump in, just for that one?

Student: I think this one relates to Zits turning himself in to the police because he wants to change and he probably realizes that he can't do it alone, so therefore, he goes to someone he respects, which is Officer Dave, on page 162. Zits says that, "I need help" and on page 163, it's like he's begging for Officer Dave to take the guns away from him [inaudible 00:54:04].

[00:54:00]

Teacher: Okay, we're going to pause there because we're close to ... we're going to wrap up. Outer circle, remember, comment for each section, okay? Then we're going to get

general observations about how the discussion went, you can even compare to your own, right? Because you guys just talked. Outer circle people, want to volunteer observations, what did we notice? Yes, Student?

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

Teacher: Okay, good. Other observations? Yes, Student?

Student: They didn't wait on their discussions, but they should try and invite people who haven't spoken yet.

Teacher: Okay, more inviting. Okay, yes, Wet?

Student: Some of them should speak more, without others inviting them, they should speak more.

Teacher: Okay, good. Anything else? Okay, rubric-wise, how did the whole class do on volume today? Do you think you could hear everyone all the time? Outer circle, could you hear everyone all the time, and then vice versa? Right, so volume is a big deal, I think we need to continue to work on that, is just being louder. Okay? Let me point out some positive things, this is for everybody, okay? I'm really impressed, yesterday I put up the common core standards for reading, right? 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 Zits versus Michael and 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", right? Then you guys are all having these a-ha moments of like, "Wow, I didn't even think about that". That's really impressive.

[00:56:00] Then I like how you guys tracked the imagery. You were talking about how, in the beginning of the book, he described himself as being rough and ugly and having zits, and at the end, you guys pointed out the imagery changing, right? You said things like he was describing himself as brand new and wanting to be clean, right? 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 a style. Okay?

As far as feedback, I think volume needs to be worked on a little more and then I think we can work on maybe making it a little more natural, right? There was moments of it being natural, like when you guys went, "Oh wow", 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 us a little bit more natural. We're going to 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, okay?

What we're going to do today, last five minutes, okay, we don't have much time. Let's

[00:58:00] move the desks back, okay? Can you ... wait, let me finish because 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, okay, give it to them, let them see it, okay, and let's get all the desks back and then I'll explain what your homework is. Okay? Remember to lift desks, don't drag. All hands on deck here, chairs back, tables back, don't drag chairs. I'm going to explain in a second, let everyone settle down. Thanks.

Okay, in a chair, and then I'm actually going to explain the reflection part because it's a little different than last time, okay? This is not going to be due before bowings because we don't have very much time and I want you guys to really think about this, okay? Student, chair, I'm going to go over ... okay, so everyone flip over and look at the back. This will be your homework, I'm not going to collect 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 things, which areas could you work on next time? Then I actually added a part, okay? 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 of you guys with the a-ha moment with the beginning and the end sentences, that could be something you talk about. Something that actually you hadn't thought of before that your classmates helped you learn, okay? I don't want to see general: "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, okay? 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. Okay? Work on this until the bell, it will be due on Monday.

[01:00:00] Student, do you have things for me, to turn in?

Student: Yeah, I do.

Teacher: Okay.

Student: I did improve, too.

Teacher: Then, the only other thing that, other than the assignments here, was the last Socratic seminar, I didn't get anything from you.

Student: The papers?

Teacher: Yeah.

Student: It's probably in my other binder today.

Teacher: Okay. Were you here for it?

Student: I was.

Teacher: You were here?

Student: Wait, which one was it?

Teacher: The last one we did for "Flight".

Student: What chapter?

Teacher: 5 through 8.

Student: Yeah, I think I was here.

Teacher: Okay, so I just need to get the paperwork and then you're caught up, okay? All right, have a good day. I will see you tomorrow on the front line, wear Maruno white or your pink class shirt, if you can.