

## 5: 3rd\_ELA\_Inferences\_Classroom

Teacher: I'm going to tell you guys a story and I want you guys to think about it, think about what I am doing. Ms. Cleary, my teacher, told us to get ready. My hearts pounding, I smell the lei on my neck. We're starting to walk down, I see the crowd, I'm getting nervous. What is happening? Turn to your partner and tell them what's happening in the story.

Speaker 2: It's mayday.

Teacher: How do you know? [crosstalk 00:00:50]

Can anybody tell me what was happening?

Speaker 3: Yeah, she thinks it's mayday to help remember as you're walking down.

Teacher: You think it's Mayday, does anyone have the same answer?

Speaker 2: Yes, no.

Teacher: Did you have a different answer, what was your answer?

Speaker 4: We thought it was for a speech.

Teacher: It was for a speech?

What were the clues that it was mayday? What is the evidence? Yeah.

Speaker 5: You're getting nervous to dance.

Teacher: I might be nervous about the dance, there's a big crowd.

What was the other evidence?

Speaker 2: You smelled the flower.

Teacher: I smelled the flower. You're right, if you're going to give a speech, there is a big crowd, you are nervous.

Speaker 4: Got no flowers.

Teacher: I mean in the line though I guess, they give you a lei. That would have been a good answer too. Usually is it your teachers who tell you guys to come on? No. That's the strategy that we're working on. Good readers need to think about other things than just what the authors telling them, they need to make inferences. Do you remember what an inference is? Turn and talk to your partner, see if you can try to remember. You three can talk, actually you can talk to me [00:02:00].

Speaker 2: Like in between [inaudible 00:02:07]

Teacher: What does that mean though?

Speaker 2: It means like if you don't read that then you read the sentences below.

Teacher: What do you think about definition?

Speaker 2: [crosstalk 00:02:18]

Teacher: That's not inferencing. That's like if you don't know a word and you read around it. So what about inferencing? Okay, everybody set? Remember how we're sitting in the room. Someone I haven't heard from. "student".

Speaker 6: Reading between the lines.

Teacher: What does it mean to read between the lines though?

Speaker 6: It means to, if you don't know a word, you can change into what you think it is.

Teacher: Do you agree or disagree with that? Does reading between the lines mean to change the word?

Speaker 6: Have the same word, but try to find a word that has the same meaning.

Teacher: Does anybody know what strategy "student's" working, that she's talking about? That's a different strategy, you are correct. What strategy is that?

Speaker 3: Definition.

Teacher: That's a definition of a word. Today we're making an inference, okay. I'll give you an example.

Speaker 2: It's like we're riding up the hill.

Teacher: So, just tell me, as you look at this docs, tell me what you see, just describe what you see. Describe what you see.

Speaker 2: Girl riding up a hill.

Teacher: Girl riding up, is she riding up the hill yet though?

Speaker 2: No.

Teacher: What do we see, just using our eyes, what do we see?

Speaker 2: You see that she's about to go up the hill.

Teacher: Yeah, so what is she on?

Speaker 2: A bike.

Teacher: Okay and what else do we see?

Speaker 2: A hill.

Teacher: So, there's this thing when you read, it's called click and play. When something is thin you're only really small. As a reader you don't want to be a thin reader what [00:04:00] you guys did is you just told me what you exactly see. You see a girl on the bike, you see a hill.

Speaker 3: And the sun.

Teacher: And the sun. You didn't tell me anything more. That's called thin reading. What I want you guys to get into the habit of is becoming thick readers. By thick, show me what thick looks like. Yeah, this is thin, this is thick. There's a lot more when it's thick. Now, I want you to inference about this girl.

What an inference actually is when you use your schema. Do you guys remember what schema is?

Speaker 2: Yes.

Teacher: What is schema?

Speaker 5: When you use your knowledge from before.

Teacher: Use your knowledge from before. That's why you use your brain. What do I already know about this topic? So here, what should you be thinking about?

Speaker 6: A girl riding a bike about to go up the hill.

Teacher: That's the thin right? We know there's a girl, we know there's a hill. I want to know, use your brain, what do you know about hills? What do you know about a girl riding a bike? Okay, not right now. Then you use what you know in your head, then you use [crosstalk 00:05:09] clues from the text or selection. So for this one, we're not using the words, we're just using our visual illustrations.

Speaker 2: Clues.

Teacher: We're going to use clues from the illustration. Then, to make an inference.

Speaker 2: Read in between the lines.

Teacher: It's called, read between the lines. You're trying to say, okay what is the author trying to tell me without really telling me. What is the author giving you clues about? Let's talk about this girl right now. Can you hand me that board just a minute.

Okay, so let's talk about this girl. Then, you know she's riding a bike, we know there is a hill, that's the clues from the selection. Okay?[00:06:00] Now I want you to use your background knowledge, what do you know about bike riding? Okay, what do you know about bike riding? "student".

Speaker 5: You can ride fast and it would probably tiring to ride up a hill.

Teacher: So you can be fast, you're going to be tired. What else do we know?

Speaker 2: We know that you have to keep practicing.

Teacher: Why would it challenge you? Would she be practicing here?

Speaker 6: No.

Speaker 2: If ride a bike first, like Christmas and she doesn't know how to ride a bike.

Teacher: Is that what's happening in this story though? Are you using clues from the selection right here?

If you're going up a hill, do you think the girls just practicing up a hill or do you think she already knows how to ride a bike?

Speaker 6: She knows.

Teacher: So you need to use the clues from the selection, okay sweetheart? That was a good guess, but we want to use the clues from the selection to tell me about this girl. We know that she could be fast, tired.

Speaker 4: She could be slow.

Teacher: Why would she be slow?

Speaker 4: Like maybe go fast and then she's tired.

Teacher: I'm going to ask you, how she's feeling here, would it be different from when she's up here?

Speaker 4: Yes.

Speaker 5: Because she would be more tired.

Teacher: So she'd be more tired here?

Speaker 2: She'd need water.

Teacher: She might need water, why might she need water?

Speaker 5: She might be a little bit happy because she made it.

Teacher: Okay, she might need water, she's happy because she made it.

Speaker 4: Snacks.

Teacher: Maybe snacks.

Speaker 2: She'd need water because when she gets hot she can drink the water.

Teacher: Okay. Did the author tell you all these things, or the illustrator? Did he tell you?

Speaker 6: So that's an inference.

Teacher: That is an inference. We're using our thick, where we want to be thick thinkers and using the clues from the story or the illustrations [00:08:00] trying to figure out what the author is giving you clues about.

So, here, how might she be feeling?

Speaker 3: She's happy.

Teacher: She's going to do the whole hill.

Speaker 3: Happy, happy.

Teacher: Would you agree? Does anyone agree with "student" that she's happy right there? How would you feel? Remember you want to use your background knowledge, how would you feel if you were about to climb this enormous hill? How would you feel?

Speaker 6: Kind of tired.

Teacher: Would you be tired right before you start?

Speaker 2: No.

Teacher: Right, where would you be tired? When you start? In the middle? Or the end?

Speaker 4: I put this.

Teacher: Think about when you bike, are you tired before you even start? Maybe in the middle right? Think about how she's feeling right now, how is she feeling right now?

Speaker 5: She's feeling kind of nervous or scared.

Teacher: Maybe nervous or scared, right. She might still even feel nervous and scared here right?

Speaker 4: Because she [inaudible 00:08:57] to fall off.

Teacher: What other emotions is she feeling right now?

Speaker 2: She might be feeling tired and then she's going down, she's happy because she made it.

Teacher: Yep, she's happy.

Speaker 4: Or if she goes down she's going to go slow.

Teacher: Would she be going slow down here?

Speaker 4: No, she's tired though.

Speaker 5: It would be really fast.

Teacher: It'd be really fast.

Speaker 5: Even if you weren't pedaling.

Teacher: Because it's a ...

Speaker 5: That one hill, hills are round.

Teacher: Is that things the author told us or is that an inference that we make?

Speaker 5: [crosstalk 00:09:29] inference.

Teacher: What is an inference then? Turn and talk to, I want you to tell your partner what an inference is without using the word inference. When I ask you to make an inference, what am I asking?

Speaker 2: You're asking ...

Teacher: Oh, wait, turn and talk to your partners. [crosstalk 00:09:52]

Speaker 2: Read in between the line.

Teacher: What does it mean to read in between the lines?

Speaker 2: Like you come across this word [00:10:00] and it's something you don't know ...

Teacher: You're still getting mixed up with definitions. We're not looking at unknown words right now, what are we looking at? We're looking at what the author is telling us clues about.

Speaker 2: It's like when somebody draws a picture and you have to figure out whether she's going up or down.

Teacher: I think we might need some help with your definition. Who can help "student" with his definition? Who can help him out with his definition? So, I think he's still getting confused with unknown words or definitions and what an inference is. What is an inference?

Speaker 4: Some sentences to describe what the author never tell us.

Teacher: Yeah, exactly that. You're telling me about the story to describe what the author never really put. You're using words to describe what the author is trying to tell you. Sometimes we don't use illustrations, sometimes we use words. What words, using these words figure out what the author is trying to tell you. Can somebody read it out loud? "student" can.

Speaker 6: [inaudible 00:11:24] pour the drink on my head, tissues were everywhere.

Teacher: What's happening here?

Speaker 4: She is sick?

Teacher: How do you know, what's the clues?

Speaker 4: Because she gets sleep and the tissues.

Teacher: Yeah, the tissues are a big thing. Okay. Can you hand out a whiteboard to everyone, please?

Speaker 5: Can we get our own markers?

Teacher: I have the markers for you guys.

Speaker 5: Oh, yeah I made it yesterday.

Teacher: This way. What [00:12:00] did I say if there's a cord there, what did I say? I said ignore it and then I'll find it [inaudible 00:12:04] right?

Philip, can you grab me that poster right there that's taped to the white board?

Speaker 4: This, wait which one?

Teacher: Right there, on the white board, it says write. How are we doing over there with vocabulary?

Speaker 7: Good.

Teacher: Are you done?

Speaker 7: I think.

Teacher: If you guys are done with the vocabulary words, are you done with the vocabulary words? So what are you guys working on?

Speaker 7: Miles.

Teacher: Miles. What are you on "STUDENT"? Miles, what are you on?

Speaker 8: [inaudible 00:12:39]

Speaker 4: What poster?

Teacher: The one right there on the white board, taped. Turn left, right in front of the camera.

Speaker 4: Excuse me.

Teacher: To the left, turn, turn, turn.

Speaker 2: Right there.

Teacher: All right, stay on task Asia.

Hey Joseph, if you're on mile, don't you need headphones? So where should they be?  
Thank you.

All right, let's do this one. "student" read it out loud.

Speaker 2: Ray always carry his flute with him. He shine it every night and is very careful with it, did not want anything to happen to it.

Teacher: So, let's look at our poster. We're going to use our background knowledge and clues from the selection. What I like to do, I want you to draw a picture, remember [inaudible 00:13:38] thank you Leilani. What I want you to do is first, usually as a reader, I find the evidence first before I use my background knowledge. What is the evidence that we know of right now? What are some pieces of evidence? Yes, Philip.

Speaker 4: He always carries his flute with him.

Teacher: Okay so he has a flute with him, what else? Latoya. [00:14:00]

Speaker 5: He shined it every night.

Teacher: He shined it every night. So we know he has a flute and he's shining it every night. What other clues do we have?

Speaker 6: He didn't want anything to happen to it.

Teacher: He didn't want anything to happen to it. Any other clues?

Speaker 3: He was careful with it.

Teacher: He was careful with it. These are the evidence, the author is telling us this, but to make an inference we have to use these clues to tell me more about Ray. What do you know about Raymond without the author telling you? Without what the author is telling you?

Speaker 3: Did we already do this?

Teacher: No this is just for us together, okay. What is the evidence that we have in this task?

Speaker 2: He shined it every night.

Speaker 6: He has a flute.

Teacher: He has a flute.

Speaker 4: He's careful.

Teacher: He's careful. Those are the things the authors are telling us, that's thin. What's the thick reading about it? What can we infer about Ray? What do we know about Ray that the author isn't telling us? I want you to turn and talk to your partner, tell them what clues.

Speaker 2: He doesn't want to give it to anybody that he's like ... He really wants it. Maybe he has to practice.

Teacher: Tell me more about practice.

Speaker 2: He practice, maybe with other groups.

Teacher: Okay. What do we know about Ray, what do we know about Ray? Yes.

Speaker 5: We know that he loves his flute very much.

Teacher: He loves his flute. Does it say he loves his flute?

Speaker 5: [crosstalk 00:15:31] no.

Teacher: What's the inference that makes [inaudible 00:15:30]

Speaker 5: He shined it every night.

Teacher: That's the evidence. Would you shine something you didn't love?

Speaker 5: No.

Teacher: Yeah, so we know that he loves his flute. What else do we know about Ray?

Speaker 2: We know that he practices it.

Teacher: Yeah, does it say he practices it?

Speaker 2: No.

Teacher: Why did you think he practiced it? What prior knowledge did you use?

Speaker 2: Because it says he always carry it with him.

Teacher: Yeah.

Speaker 4: Maybe he would go to practice?

Teacher: Yeah. So he's going to practice [00:16:00] and he likes to practice. We know he loves his flute, he carries his flute. How would you describe Ray? If you had to say one of our core values about him, what would you give him?

Oh, [inaudible 00:16:13] what's happening over there, you need to be more on task please.

Yes.

Speaker 6: Respect.

Teacher: He's respectful, right? He's respectful towards the flute, and how do we know he's respectful?

Speaker 5: He has [inaudible 00:16:27]

Teacher: Does he have [inaudible 00:16:31]?

Speaker 5: He's responsible because he's carrying he doesn't want anyone to [inaudible 00:16:37].

Teacher: Is he being messy with it?

Speaker 2: You are supposed to know.

Teacher: We know that Ray is responsible, we know he loves his flute, and he practices a lot.

Speaker 3: Maybe his mom wants him to keep ...

Speaker 5: Because it's for a gift maybe?

Speaker 3: Yeah.

Teacher: Okay, so were there clues that they gave a gift though?

Speaker 3: No.

Teacher: So we want to kind of stick to the clues that we know already, right. If it said he opened a box, maybe if they gave us clues that he got it for his birthday. We just want to use things that link us to the evidence here.

Now, what I want you to do is on your white boards, did you see how I underlined the evidence? You can't underline these parts and then reuse them again for tomorrow.

Hi sweetheart. Ayanna, you're in this group today, but I want you to join lexia group and then I'll fill you the next day.

I underlined the evidence. What I want you guys to do is write the evidence down on your paper. You don't need to use your full sentences. So, what I would have done if this was my card, I would have just went shined. I would have wrote flute.

Speaker 2: Don't write the whole sentence.

Teacher: I would have wrote careful. Yeah, this [00:18:00] is just notes for your evidence for when I asked you what was your evidence. Then I'm going to ask you to make an inference about that character. You don't need to write your inference, I just want to see your evidence on this board. Does that make sense? Turn and talk to your partner, what are you going to do on this board?

Speaker 2: [crosstalk 00:18:16] We are going to write the evidence.

Speaker 3: Do we write the inference?

Teacher: Do not write your inference.

Speaker 4: No inference.

Speaker 7: Do we do it with our partners?

Teacher: You're going to do this by yourself, okay?

Here's some.

Speaker 2: This one's hard.

Teacher: What did I say about things being hard?

Speaker 2: You got to work.

Teacher: Work hard and I'll help you, okay?

First thing is, remember what I like to do is I like to look at the evidence first, what do we know for sure?

Jacob, please be on task. Be on task please. Jacob, what are you working on?

Speaker 8: Pictures.

Teacher: Be sure to be quiet when you do, okay. Josh if you've finished already you may work on a chapter book or your reading log, if you're done with painting. I need you to use your time wisely.

What are your clues?

Speaker 2: Loud.

Teacher: Okay, go ahead write loud. What else?

Speaker 2: Next one's excitement.

Teacher: Mm-hmm (affirmative), what else?

Speaker 2: Wars.

Teacher: Where is a place that's loud, excitement. There's [00:20:00] other clues that will help you figure out what the setting is. Try to figure out the setting, okay?

Let me see yours. Okay. I'm going to give you two since you finished early.

Speaker 5: Do we erase this one?

Teacher: No, just put a line and then put it underneath, okay.

“student” on task please.

Okay another minute and if you did not finish we will help you through yours.

So, what do we know about [inaudible 00:20:53]? There's something about, what are you going to poke holes in? If you get stuck, think about the setting first, where do you think they might be?

You're missing one big clue though. There's a lot of things that that happens. Yeah, so where is that?

That's okay, where are they? It explicitly says it [inaudible 00:21:35]. Inside or outside?

Speaker 4: Outside.

Teacher: What does it say there?

Speaker 4: Because they went outside to look around the yard.

Teacher: So where are they, inside or outside?

Speaker 4: Inside.

Speaker 6: Oh, so we have to write inside or outside?

Teacher: They went outside, so where did they go? They went [00:22:00] outside, so where did they go? Inside or outside?

Speaker 4: Outside.

Teacher: So they're outside, okay. So we know that outside's a clue. What are they doing outside? What do they have with them?

Speaker 4: Jars.

Teacher: Okay jars with what?

Speaker 4: Holes.

Teacher: Okay cross it out. What would you be doing with jars with holes?

Okay, let's take a vote. Let's put our boards down. We will help you finish yours, okay buddy?

Who wants to go first? Leila will you read yours?

Speaker 5: This or that one?

Teacher: The second one.

Read your clue first please.

Speaker 5: Okay. With Clippers in one hand and scissors in another "student" was ready to begin task. He put a cape over the small children.

Teacher: What's the evidence?

Speaker 5: Scissors and clippers and he begun and then placed the cape.

Teacher: So what is happening?

Speaker 5: That he was going to do a little play or something.

Teacher: Would you agree or disagree with that? What evidence is there that shows you they are not doing a play? Who knows the evidence here that they are not doing a play.

Speaker 4: There's scissors and clippers.

Speaker 3: I said it wouldn't be a play because you need to get stuff ready before.

Teacher: Do you wear a cape though when you get in a play usually?

Speaker 3: No.

Speaker 6: You can.

Teacher: You can, but think about it. Can you re-read it again?

Speaker 4: With clippers in one had and scissors in the other.

Teacher: Okay, so think about it, the guy's holding clippers and scissors. Where are you?

Speaker 2: The classroom.

Teacher: Do I ever wear clippers and scissors? Do you know what clippers are? What do you use clippers on?

Speaker 6: Your hair.

Teacher: Your hair. So you use clippers on your hair, you have scissors. So, [00:24:00] where is this person?

Speaker 2: Maybe she's at the haircut.

Teacher: Hair cut. What's the evidence?

Speaker 2: Oh because a cape, you wear the cape so that no hair gets on you.

Teacher: Yep. Good job, you found it.

Speaker 3: I hear a loud ...

Teacher: Thwack.

Speaker 2: ... thwack as the ball fly's high in the air. The crowd was with excitement, I run fast before the ball is brought back. Maybe he's at a basketball game?

Teacher: Agree or disagree?

Speaker 6: I think I disagree.

Teacher: Why would you disagree with that?

Speaker 6: Because in a basketball game you don't hear a thwack.

Teacher: You don't hear a whack.

Speaker 2: Only if you ...

Teacher: Wait, wait, wait. So think about it sweetheart. You hear a loud thwack, what sport has a whack in it? Do we hear a lot of thwack's, it's not dribbling.

Speaker 2: Volleyball?

Teacher: Who can help "student" out?

Speaker 4: Baseball.

Teacher: Baseball. What is making the Thwack Kekai, in baseball?

Speaker 4: The ball flying?

Teacher: The ball, but what is making the thwack sound?

Speaker 4: It's high in the air.

Teacher: Is the height of the air making the thwack sound? What makes the thwack sound? We already know it's baseball, but what, the author isn't telling you what's making the thwack sound, you have to infer, what is making the thwack sound?

Think about it in baseball, make sure to use your prior knowledge. What's making the thwack sound. What makes a loud sound in baseball?

Speaker 2: When they hit the ball.

Teacher: When they hit the ball, with the what? With what you guys?

Speaker 2: Oh, the bat.

Teacher: The bat, so where is that?

Speaker 2: Loud, excitement.

Teacher: So, where is that person?

Speaker 2: [inaudible 00:25:53]

Teacher: The baseball game, right, the baseball game.

Okay, who hasn't shared yet? [00:26:00]

Speaker 5: Huh?

Teacher: Who hasn't shared yet? Okay let's be still then and show [inaudible 00:26:03].

Speaker 6: I see bubbles rising up and I hear my own breathing. There are fish swimming above me, I feel the sea swaying.

Teacher: So, where are you? What's the evidence?

Speaker 6: That there are bubbles rising and you can hear your own breathing and there are fish above you and you feel sea swaying.

Teacher: So what is that person doing?

Speaker 6: He's scuba diving.

Teacher: Why scuba diving and not snorkeling?

Speaker 6: Because in scuba diving you go deeper.

Teacher: Mm-hmm (affirmative), and the fish are above or below him.

Speaker 6: Above.

Teacher: So when you're snorkeling, this fish are below you, right because you're on top. When you're scuba diving, the fish are on top of you. That was a good clue.

Okay, who's turn. Okay go ahead.

Speaker 4: The boys poked holes in the lids of the jars. They went outside to look around the yard. There's one said Bobby, now there's five more.

Teacher: So what do we know?

Speaker 4: Maybe those are frogs.

Teacher: What do we know? What's the evidence?

Speaker 4: They're outside.

Teacher: They're outside, what else do they have? I see three people not paying attention, so show me that they're listening. They have poked holes in what? What did they poke holes in?

Speaker 4: In jars.

Teacher: So think about it, if you're outside and you have poked holes in jars, what do you think you're doing?

Speaker 4: I don't know.

Teacher: Can somebody help him?

Speaker 5: I think that he's poking in a jar so an animal or a frog can breathe.

Teacher: So what action are they doing?

Speaker 4: Catching something.

Teacher: Catching something. Let's hear one more and then I'm actually going to give you guys a little more.

Speaker 2: With a partner?

Teacher: By yourself,[00:28:00] by yourself. Go ahead sweetheart.

Speaker 3: The boys sat with a pool of water first they pulled water back under his hat. Frosty had told him he would be back next year, but they still missed him very much.

Teacher: So what's happening? You shouldn't be erasing right, just be still. What do we know?  
Hold on sorry, you boys are distracting.

Speaker 3: His friend is gone.

Teacher: What's gone?

Speaker 3: Frosty was gone.

Teacher: So what's happening in there? Who is Frosty?

Speaker 4: The boy.

Speaker 3: His friend.

Teacher: Can a friend, but we know that he's sad with a pool of water. So what is Frosty?

Speaker 6: He's a snowman.

Teacher: He's a snowman right.

Speaker 5: Yeah because next year, that's when Christmas is coming.

Teacher: What I'm going to do is I'm going to give you guys one more. Actually you know what these were yesterday, Chloe and "student" did some, so let's Chloe's and "student's" together. Can I have you guys, I'm just going to stack your boards up here just because.

Speaker 3: Erase it?

Teacher: Go ahead and erase.

Speaker 2: I forgot to erase it.

Teacher: That's okay. Let's put our markers away.  
  
I'm going to read this clue reader. This is, so your classmates created these inference cards and then I'm going to give you guys a chance to try and make one by yourself.  
  
I was talking to my friend when the teacher was talking. [00:30:00] I was not paying attention when the teacher is teaching. What's going on?

Speaker 5: She's going to get in trouble.

Teacher: Does it say the that she's going to get in trouble?

Speaker 4: Yeah, but some schools might have no [inaudible 00:30:15].

Teacher: Okay, but use what you know.

Speaker 5: She might get in trouble.

Teacher: She'll get in trouble right? Why is she going to get in trouble?

Speaker 5: Because she was talking to her friend and not paying attention.

Teacher: She was talking to her friend and not paying attention. So you used the evidence, she was talking to her friend, not paying attention. You know in your head that if you're not talking to someone ... Your eyes should be on me ... If you're talking to someone when I'm talking, will you get in trouble?

Speaker 5: Yes.

Teacher: So her card was getting in trouble in class. Let's do another one.

She has a bathing suit on and she is moving. Her hands are moving and she is kicking. Her feet is in the water. There is sand. What is happening here?

Speaker 2: She was at the beach.

Teacher: Would you agree that this is the action that she's trying to describe?

Speaker 5: Oh, she's kicking her feet and she's moving her arms.

Teacher: So what is she doing?

Speaker 5: Floating?

Teacher: Would you agree with "student" that that's floating?

Speaker 4: If you were kicking your legs you are going deep and deep and deep.

Teacher: Is that floating though? What action is she doing?

Speaker 3: She's kicking and she's swimming.

Teacher: We're out of time, but what's your center tomorrow? Vocabulary? What I want you to do, is I want you to try to create one of these inference cards yourselves, okay? Tomorrow during centers can you grab a card for me and I will let you work in partner's.

