

## 7: 2nd\_ELA\_Suffix\_Main

- Teacher: Oh wow. I see a lot of you are on red already. You could be off the chart by the end of the day for sure. Okay, we are going to go over the centers for today, once everyone's ready to learn. You okay? What's wrong.
- Student: [inaudible 00:00:20] good day.
- Teacher: Okay Student-1, should you be on Good Day?
- Student: [inaudible 00:00:24]
- Teacher: Make sure you're listening to your friends, okay? Thank you for making her accountable. Student-1, I don't like people lying to me, okay, and that's a way of lying so please be responsible. All right? All right. We are going to start centers. What do we work on every week in Reading Streak? What are the three things that we focus on every week?
- Student: Vocabulary cards.
- Teacher: Vocabulary! What's another thing that we focus on every week?
- Student: Lexia.
- Teacher: Lexia. We do work on Lexia. What does Lexia help us with?
- Student: Comprehension?
- Teacher: Comprehension! There's one more. Student-2?
- Student: Phonics.
- Teacher: Phonics! There are three things that we work on. Phonics helps us with fluency, helps us with spelling and it helps us decode words. Let's look at our phonics wall in the back. Take a look at our phonics wall. What are we focus ...
- Student: 'Tion'.
- Student: 'Tion'.
- Student: 'Ture'.
- Teacher: Yeah, what are those things? Where are they located in a word?
- Student: At the end.

Teacher: At the end. We're looking at these endings and we are working on 'tion', 'ion' and 'ture' endings. We are going to be working on that in my group and at the writing center. That's another. You're going to be working on your own in that center. Okay, let's just review [00:02:00] some of the ...

Student Are we going to do the real centers?

Teacher: Yeah.

Student: With the thingy that you have to spell words?

Teacher: I'm not sure what you mean. Ask me again after I describe all the centers. Okay, let's start with mine. At my center we are going to be working on your spelling words and how to decode words with those endings. In the writing center you are going to be working on our Phonics strategy. Every single book that's over there ... There's enough for all of you in your group and, every single book, it's marked with a sticky note where you should start. When you're at that center should you take this note card off? Or the sticky note off?

Student No.

Teacher: Why not?

Student [crosstalk 00:02:47]

Teacher: Thank you, you all know. This is for every group, not just your group, so make sure not to accidentally take this off. You don't need to take off the sticky note. It needs to stay on for all the groups and you can help each other in your center. Remind each other because I'm forgetful and I know you guys can forget things too. Help each other remember. You guys help me remember things all the time.

You're going to read the blue box, the words in the blue box, and then you're going to take turns reading each page. When you're done reading each page you can read it independently. When you're done with that, if there's time, you can go back to each page and look at all of the words that have the 'tion', the 'ture' and the 'ion' endings and you can write them on a dry erase board. That's if there's time, okay?

After you're done with that center you're going to come to the Lexia center. You're going to be on iPads on headphones. Is this a group that you're going to talk to your friends?

Student No.

Teacher: Why not?

Student [00:04:00] Because [inaudible 00:04:03].

Teacher: I like how you're raising your hand Student-4.

Student [inaudible 00:04:08]

Teacher: Because you ... Why wouldn't you know what to do?

Student Because [inaudible 00:04:17].

Teacher: What should you do at the Lexia center? How should you look. How should you act?

Student [inaudible 00:04:23]

Teacher: Right, you're on Lexia only. You shouldn't be going on anything else. You shouldn't be talking. Why is that important? Student-5, Teacher-2 here. "student"?

Student: [inaudible 00:04:39]

Teacher: Yes, distracting friends from learning doesn't help them learn. [crosstalk 00:04:44] It actually does the opposite of learning. Please make sure you're not distracting your friends, all right?

Student: Okay.

Teacher: There's going to be headphones at every center, at the center, so that you guys can hear. I need 5 headphones. Can 5 students get ... Wait. I want you to raise your hand so that I can tell you. Student-8, because you already have yours. Student-2, Student-9, Student-4 and Student-10, get your headphones and put it on one of these desks. This is where the Lexia center is going to be.

Thank you, Student-5.

Hi. Now last center will be the Vocabulary Card center.

Student [inaudible 00:05:49]

Teacher: Yes?

Student Will there be a Quizzlet center?

Teacher: A Quizzlet center? Not today. We'll do Quizzlet another day. I'm really glad that you like that game, the vocabulary game. [00:06:00]

Okay, the directions are on this piece of paper. You're going to be folding this in 8 different sections. Help each other in your group. Then you're going to only use 6 of the boxes because you only have 6 vocabulary words. You can fold this just like I did here. Then you're going to write a sentence and underline your vocabulary word. The

vocabulary cards are here. These are the vocabulary cards that will eventually be on our word wall, okay? Then you're going to draw a picture.

I have in this bucket your materials. You have paper. You have markers. You have crayons. You have color pencils. They're in this bucket. You don't need to go anywhere to search for them. They're right here, along with the directions. Okay? If you have any questions, look at the directions.

Same with that center. I have directions on a piece of paper over there too for you. Okay? Any questions about the centers?

Group: No.

Student: Mm-hmm (affirmative).

Teacher: Student-7?

Student: [inaudible 00:07:05]

Teacher: Yes, sometimes we have different kinds of centers. Today these are the centers we're doing.

Student: I like centers.

Teacher: But I'm really glad that you like the other ones too. Student-20?

Student: How many are learning games?

Teacher: All of them are learning games! That's why it's fun. All right. I need group A to get an iPad and go to the Lexia center. That is Student-1 and Student-11. Student-5's not with us right now. Student-1, iPad, Lexia. Group B: Student-18, Student-10, Student-19 and Student-20, you're going to meet me at my group, my center.[00:08:00] You can go there now. Student-8, can you bring all those iPads to the Lexia center for me? Thank you. "student", Student-12, Student-17 and Student-7, you're going to start here.

Group: Aww.

Teacher: Away.

Student: Where's Student-17?

Teacher: She's coming. She's getting the dry erase boards. All right. Hello my friends. Let me move this for you. Class, class, class.

Group: Yes, yes, yes.

Teacher: Freeze. I would like us to keep ourselves at a level 2 voice for our centers. Can you tell me or show me what a level 2 voice is with someone next to you? I hear a level 1 voice. You can be a level 2 voice. I want you to be talking so it's okay to talk. What does a level 2 voice look like or sound like?

Student Like this.

Teacher: No, you can use your voice a little bit, just softly. Okay, good. Student-1, can you go to your center? You're at that center. Okay, I need to get my timer really quick.

Ooh, great. In our group today we're going to be talking about our Phonics skill, okay? So we're going to look at our spelling words for this week. You're going to partner up because I only have two so come closer to Student-20. You two are together. [00:10:00] All right.

We are going to use your spelling words to categorize them. What are the categories we're going to have today?

Student Mixture.

Student Vocabulary words.

Student Mixture.

Teacher: What about that word are we going to make a category in?

Student 'Ture'.

Teacher: 'Ture', right. The ending is 'ture'. That's what we're focusing on. That's one category. What's another category?

Student 'In'.

Student: 'Tuh'.

Teacher: 'Ion'.

Student 'Ion'.

Teacher: How do I spell that?

Group: 'I-O-N'.

Teacher: Good. And what's the last category?

Group: [inaudible 00:10:38]

Teacher: 'Tion'. Can you say 'tion'?

Group: 'Tion'.

Teacher: How do I spell 'tion'?

Group: 'T-I-O-N'.

Teacher: Good.

Group: 'Tion'.

Teacher: 'Tion'.

Teacher: 'Ture', 'ion', 'tion'. Say that.

Group: 'Ture', 'ion' ...

Student ... 'Tion'.

Student: ... 'Sure'.

Student There's two [inaudible 00:11:05]

Teacher: 'ion' and 'tion'.

Student Because they both have the 'I-O-N'.

Teacher: That's right. Good observation. Let's start with 'ture'.

Group: 'Ture'.

Student Can you look at your words and point at the one that has the 'ture' in it.

Group: 'Mixture'.

Teacher: 'Mixture'. 'Mixture'. What else has the 'ture' ending?

Student 'Furniture'?

Teacher: Hmm?

Student 'Furniture'?

Teacher: Is that 'furniture'?

Student 'Future'.

Teacher: There you go, good fix. 'Future'. Can you say 'future'?

Student: 'Future'.

Teacher: Can you say 'future'?

Student 'Future'.

Teacher: Okay, good.

Student 'Picture'.

Student 'Fixture'.

Teacher: 'Fixture'.

Student: What is that?

Student 'Nature' and ... 'Nature'.

Group: 'Nature'.

Teacher: 'Nature', and what's the last one?

Student 'Feature'.

Group: 'Feature'.

Student 'Fee-ature'.

Student: And this one? Number 5?

Teacher: 'Feature'.

Student 'Picture'.

Teacher: We have 'picture'. Can we say 'feature'? [00:12:00] It's not 'future'.

Student 'Future'.

Teacher: 'Fea-ture'.

Group: 'Feature'.

Teacher: Good. The 'ea' makes one sound. It makes the 'ee' sound. 'Feature'. Wow, that's a lot of words with 'ture' at the end. Can you tell me one more time how to spell 'ture'?

Student 'Ture'.

Student: T-U-R-E.

Student T-U-R-E.

Teacher: Good, now let's look for the 'tion' words.

Student: Nope.

Student 'Mention'.

Student: 'Tion'?

Student 'Station'.

Teacher: 'Station'.

Student: 'Station'.

Teacher: Share the paper please.

Group: [inaudible 00:12:32]

Teacher: What's number two?

Student I can't read that.

Teacher: What's number two? Can you help him out?

Student: 'Na' ...

Student 'Na-tion'?

Student: 'Na-tion'.

Student 'Nation.'

Teacher: Good fix. 'Nation'. 'Nation'. The 'a' is long in that word. 'Nation'.

Student: 'Station'?

Teacher: 'Station'.



Student 'Motion'.

Teacher: Good fix. Motion. You're noticing that the vowels are long.

Group: 'Action'. [crosstalk 00:12:58]

Teacher: 'Action'.

Group: 'Section'.

Teacher: 'Section'. Good teamwork.

Group: [crosstalk 00:13:15]

Teacher: Okay, you said motion. We're looking at number 7.

Student Oh. 6.

Teacher: Oh, 6? We have that one.

Student 'Action'. 'Caution'?

Teacher: 'Caution'. Bless you. 'Caution'. Okay.

Student 'Caution'.

Teacher: Do we have any 'ion' endings?

Student: Yes.

Student Yes.

Student: No.

Teacher: Yes or no?

Student: No.

Student Yes. We have to have them.

Teacher: Why do we have to?

Student That's the way of words. We have to have them.

Teacher: Like Student-10 said, they're both 'tion' and 'ion'. They have the 'I-O-N'.

Student The 'I-O-N'.

Teacher: But that's T-I-O-N. When it's T-I-O-N it's 'tion'. [00:14:00] When it's 'I-O-N' it's 'ion'. Like on-ion. We're just going to use that example, the onion ...

Student Okay.

Student ... But for today we're just going to focus on our spelling words with the 'tion' and the 'ture' endings.

Student [inaudible 00:14:16]

Teacher: All right. Let's go through and read them one more time.

Group: 'Mixture'.

Teacher: I'm going to point to them and then you can read 'em, okay?

Group: 'Mixture'. 'Future'. 'Picture'. 'Fixture'. 'Nature'. 'Feature'.

Student 'Feature'.

Group: 'Station'. 'Nation'.

Teacher: Good fix.

Group: 'Nation'. 'Action'. 'Station'.

Teacher: Try again.

Group: 'Station'?

Teacher: No, read ...

Group: 'Section'.

Teacher: There you go. You have to read the letters, okay? 'Sec-tion'.

Student I got this.

Teacher: What's this ending?

Student: 'Tion'

Student 'Caution'.

Group: 'Caution'.

Teacher: 'Caution'. Okay, good. A lot of what these two words, when you spell them, you're going to have to know just the endings and then it'll help you with the rest of the word. All you have to do is ...

Student: [inaudible 00:15:28]

Teacher: That's a good idea. That's a good idea but that's why I underline them. Okay, so what we're going to do today is practice hearing ...

Student: Ooh.

Teacher: ... Hearing our endings.

Student: Thank you.

Teacher: You're welcome.

Group: [inaudible 00:15:53]

Teacher: Okay, I'm going to say an ending.[00:16:00]

Student: Are we really taking a test?

Teacher: No, just going to practice. I don't want you to look at our the wall though. I know, but we're not going to look at it. I'm going to look at your eyes.

Student: For what?

Teacher: I'm going to say an ending and I want you to spell it for me, okay?

Student: Okay.

Teacher: Put your boards close to you. You're looking only at your boards and then you're going to write it, okay?

Student: Yes.

Teacher: Can you write the ending 'tion'?

Student: [inaudible 00:16:48]

Teacher: That's why we're practicing it.

Student: Perfect. I wrote upside down.

Teacher: Okay, show me your boards. That's 'ion', you're close. That's 'tion', 'tion', good. You guys got it.

Student Yes I got it right.

Student: I got two 'tions'. Look, I got two 'tions'

Teacher: I see.

Student Oh, I didn't know it.

Teacher: You did know, see. Like you just said, 'tion' looks like that, okay? I'm going to write on the flashcards the beginning part of the word- you're going to help me with that- and then we'll add it to the 'tion', okay? How do I spell 'station'?

Group: 'S-T-A' ...

Teacher: Those are the letters you hear. No, we're done with this.

Group: S-T ... 'Sta' and then 'tion'. 'Station'.

Teacher: That's right, good. We can help ourselves by just knowing this ending. We can be [00:18:00] responsible for the rest of the word just by knowing those sounds. Say this part again.

Group: 'Station'.

Teacher: All right. Second word I want you to help me spell is 'nation'. How do I spell the beginning of that word?

Group: N ...

Teacher: Na ...

Group: N-A.

Teacher: That's easy. 'Nation'. Can you read it?

Group: 'Nation'.

Student 'Nation'.

Teacher: Good. Can you help me spell 'motion'?

Group: 'M-O'.

Student 'Motion'.

Teacher: 'Tion'. 'Motion'.

Group: Easy, right. All you need to know is this as long as you remember the 'tion'.

Student: Ac ...

Teacher: 'Action'. How do I spell ... Good, Student-19. 'A-C'. I really hope I don't have to take your marker away from you. Thank you. We're not working on that right now. Okay, read it.

Group: 'Action'.

Teacher: Good. Okay, all right. Next one is 'sec-tion'. 'Section'.

Group: 'S' ...

Teacher: 'Se-ec' ...

Student: T-E ...

Teacher: 'Eh' not 'ah'.

Student: 'T-E-A'.

Student 'Sec-tion'.

Student 'C-K'.

Teacher: 'C'?

Group: [crosstalk 00:19:28] 'Section'.

Teacher: Okay, last one. 'Caution'. That one's probably the trickiest one because ...

Group: 'C'.

Teacher: Okay, know your beginning.

Group: 'C-A-T' ...

Teacher: There's one more vowel that ...

Student U?

Teacher: Yes. There you go. The 'au' sound. In this word the 'au' sound is 'A-U'. Okay, let's read it.

Group: 'Caution'.

Teacher: 'Caution'. There you go. Okay. I'm going to give each of you one of these, [00:20:00] okay?

Student: Can I have [inaudible 00:20:07]

Teacher: Now, you're going to read just your beginning sounds, okay? What's this one?

Student 'Ca'.

Student 'Se'.

Group: 'Caution'.

Teacher: You're turn. Say it.

Student 'Sec'

Teacher: 'Sec'. Everyone say it.

Group: 'Section'.

Teacher: Good. Student-19, your turn.

Student 'Ac'.

Teacher: 'Ac'. Can you put it on the board?

Student 'Action'.

Teacher: 'What is it'?

Group: 'Action'.

Teacher: Good. Student-18?

Student 'Mo' ... 'Motion'.

Teacher: Right here. Good. Okay, right, everyone now write 'tion' on your boards. Okay. 'Tion'.

Student Done.

Teacher: Okay, now I want you ... I'm going to give each of you the beginning part of the word and everyone's is going to be different. You have to write the beginning, okay? You are

going to write 'action'. Wait, do you have 'tion'? You're going to write 'section'. You're going to write 'caution' ...

Student So easy.

Teacher: ... And you're going to write 'station'. 'Station'. You're done. I can see. Can I see? Wow. Can I see?

You know what? I am so impressed because at the beginning of this you guys were having a hard time reading these words and now look at you. You can spell and everything. That is amazing. Okay, time to erase your boards. We're going to move on to 'ture'. [00:22:00] Now the ending is 'ture'. Write 'ture' on your boards without looking. I saw you.

Student: 'Ture'?

Teacher: 'Ture'. Good.

Student: Done.

Student Done.

Teacher: Good. Awesome. As long as you know that ending you're good because you know the beginning sounds of these words. All right. What should I write for 'nature'? Can you write it on your boards? What am I going to write for 'nature'? Do I need a capital 'N' for that word?

Student No.

Teacher: Let's see. Mm-hmm (affirmative). Can I see? Yes.

Student 'Nature'.

Teacher: Okay, let's read it together.

Group: 'Nature'.

Teacher: Good. 'Nature'. What about 'picture'? Can you write what it will be with that word? 'Pic'. What letters will you need? Write it down. 'Picture'. 'Pic-ture'.

Student: Done.

Student My paper's a little bit down.

Teacher: It's okay.

Student I'm going to make it up.

Teacher: 'lh' not 'eh'. 'lcture'. Okay. What about 'mixture'? Good job, Student-20. [00:24:00] [inaudible 00:24:05]. Right, 'fixture'. Good job. Last one- this one's probably the hardest, like 'caution' was the hardest for the 'tions'- this one might be challenging because there's a tricky letter sneaking in there. No, it's not 'cauture', not 'couture' . 'Feature'.

Student Which one?

Teacher: 'Feature'.

Student Oh.

Teacher: There's a tricky letter in there that Student-19 wasn't fooled by. Good, Student-20. The 'ea' here is the team. I'm going to put a little box to remind us that that's a team. Okay. Good, you guys. Let's read them together. Ready? Pens down. Pens down. Hands in your lap.

Student I knew that.

Teacher: Where are our hands supposed to be? There you go. Okay, read it.

Group: 'Feature'.

Teacher: Try read it again. Okay, good. I don't want you to guess. I want you to read it, okay?

Group: 'Mixture'. 'Fixture'.

Teacher: Student-20, is your eyes okay?

Group: 'Mixture'. 'Fixture'. 'Nation'. 'Nature'.

Teacher: You're getting a little too confident, comfortable with these words.

Group: Not 'nation'.

Teacher: We do have 'na' [00:26:00]. We have this in both, right? We have it in 'nation'. We have it in 'nature'.

Student Yeah. 'Nature' and 'nation'.

Student: 'Nature' and 'nation'.

Teacher: Now we're going to mix them up. You guys are going to ...

Student Oh, I did this before.



Student            Guess the words?

Student            No, you have to put the beginning in this one and this one.

Teacher:           Yeah.

Student:           So easy.

Student            No, it's not.

Student            [inaudible 00:26:31]

Teacher:           Okay.

Student            Can I erase my board?

Teacher:           No, your marker and your eraser should not be in your hand.

Student            They have 3.

Teacher:           You should have 3 too. Are you missing 1?

Student            No, I only have 2.

Teacher:           Do you have 'future'? Do you have ... No. You? No. Okay, that's the one we're missing.

Student:           Oh you forgot 'future'.

Teacher:           Now we got it. Here you go. Now you guys are going to show me which ending matches. If you have 'na' there are two right? We're going to put the words together. Student-20 will go first. We'll go in order one at a time. Go ahead, Student-20.

Student:           'Section'?

Teacher:           Good. We're going to put it right here. Okay, Student-10. Your turn.

Student            'Mixture'?

Teacher:           Everyone say 'mixture'. Okay Student-19. Your turn. What is this one?

Student            'Future'.

Teacher:           There's no 'U' here.

Group:             'Feature'.

Teacher: 'Feature'. Okay, no, I'm glad we did that one again. We need to practice on that.

Student 'Station'.

Teacher: 'Station'.

Group: 'Motion'. [00:28:00]

Teacher: 'Motion'. Everyone read it.

Group: 'Motion'.

Student 'Fu-tion.'

Teacher: Fution?

Group: 'Fu' ... 'Motion'.

Student No.

Teacher: There's no 'na'. 'Fu'. Thank you Student-20 for helping. Can you guys help him? We didn't go over this one so it's my fault.

Student: 'Future'.

Teacher: Thank you Student-20.

Student 'Future'.

Teacher: 'Future'.

Student Do you have ...

Student 'Fixture'?

Teacher: It's Student-19's turn. 'Fixture'. Everyone say it.

Group: 'Fixture'. 'Picture'.

Teacher: Where does this go?

Student 'Picture'.

Teacher: Okay, everyone read it.

Group: 'Picture'.

Teacher: Student-20, your turn. We have a minute.

Student: 'Na-nature'.

Teacher: Good, you fixed yourself. It's 'A'. All the vowels are long in this.

Student: 'Nature'.

Student: 'Nation'.

Teacher: 'Nature' and 'nation'. Everyone read 'nature'.

Group: 'Nature'. 'Nation'.

Teacher: Student-19?

Student: 'Caution'?

Teacher: Can everyone read this word?

Group: 'Cauntion'.

Teacher: There's no 'n'. What's this word?

Group: 'Caution'.

Teacher: Just like I did with the other one, I'm going to circle au' because it makes the 'au' sound.

Group: Only a vowel can do that.

Teacher: Yes.

Group: It has to make one sound.

Teacher: You are on it. All right. Your turn, Student-18. Last one.

Student: 'Action'.

Teacher: Good. Now, [00:30:00] you guys just sorted these. I'm going to mix them up and in the next group, if you have time, I want you guys to practice this again. This exercise, okay? Okay, clean up. Put your boards here, this center.

Oh, Student-20 knows what to do. She cleaned up her area and then she's pointing to the next center. Make sure you are leaving the center exactly the way you found it. You should not be pointing until it is exactly the way you found it. If you did a vocabulary card, take it with you please.

Student: Can I take this with me?

Teacher: Yip. Okay, switch. I've had you guys this entire time and I noticed you're on task and I really love seeing that. You deserve to be on that treasure chest. Second thing, it was not loud and that's what we talked about. I really appreciate that you guys are valuing the quiet classroom so that everyone can work. Keep it up, okay? Go back to what you're doing. Oh. Thank you.

Student: I put my name on it.

Teacher: Oh, didn't get a chance to finish, did we?

Student: I did. I did.

Student: I had to restart it.

Teacher: Huh? There's not enough desks? But there's enough iPads so you need another headphone. All right. Thank you. Today in our center we are going to be going over our Phonics focus of the week. Let me go ahead and grab your pens from you. You don't need them, yeah.

Student: [00:32:00] How much minutes is that?

Teacher: 10. We kind of went over the last one so we're going to try and be more on time this one. Okay, what are the two endings that we're working on this week?

Student: 'I-O-N', 'T-I-O-N', 'T-U-R-E'.

Student: 'Tion'.

Student: 'Onion'. 'Tion'.

Student: 'Lotion'.

Teacher: 'Tion'.

Student: 'Ture'! 'Ture'? 'Tion'.

Teacher: 'Tion'.

Student: 'Ion'.

Teacher: Good. I really appreciate how you guys are telling me what it sounds like and you also spelled it for me so I know that you know both. You're using our wall which is what it's for. Our spelling words this week don't have any of the 'ion' so we're not going to focus on that right now, okay? Can you read this for me?

Group: [crosstalk 00:00:00]

Teacher: This one's 'ion'. What's this one?

Student: 'Tion'.

Teacher: 'Tion'. Everyone read that.

Group: 'Tion'.

Teacher: 'Tion'. By the end of this center you will know how to read this ending and spell it, okay? What is this?

Student: 'Choo'.

Group: 'Ture'.

Teacher: You're just listening and copying. What I want you to do is look and read it. What is that?

Group: 'Ture'.

Teacher: 'Ture'. Can you say 'ture'?

Group: 'Ture'.

Teacher: 'Ture'. If you know the ending spelling then you can sound out the beginning of this ... Half the battle is done. All you have to know is the beginning, okay? What we're going to do is look at our spelling words and we're going to categorize these words. You guys are going to team up and you guys are going to team up. All right. What word have 'tion' at the end?

Student: 'Action'?

Teacher: 'Action'.

Group: 'Nation'.

Teacher: 'Nation'.

Group: 'Section'.

Teacher: 'Section'.

Student: 'Action'. 'Station'.

Student: 'Caution'.

Teacher: Oh.

Student 'Motion'.

Teacher: 'Motion'.

Group: Caught-tion?

Teacher: What is that word? [00:34:00] You have the 'cau' part. What's the ending?

Student: 'Station'.

Student: 'Station'.

Teacher: 'Station'. Let's all look ...

Student: 'Caution'?

Student: 'Caution'!

Teacher: There you go. You sounded it out. You figured it out all by yourself. Number 7. Can you read that word for me?

Group: 'Caution'.

Teacher: 'Caution'. That has a weird spelling kind of. The vowel team in that is 'au' and it makes one sound. 'Caution'. Okay, I'm putting a box around it so that we recognize that that makes one sound. Okay. Can we look at the 'ture' words now? Can you find the 'ture' words?

Student 'Mixture'.

Group: 'Mixture'.

Teacher: 'Mixture'.

Student 'Picture'.

Group: 'Picture'.

Group: Future. Feature. Nature.

Teacher: Don't say it so fast.

Group: [crosstalk 00:34:55] This one's so easy. All the rest [inaudible 00:34:57]

Teacher: I think that I wasn't fast enough. You guys are so fast at this. Which ones are we missing?

Student: 'Future'?

Teacher: 'Future'. We're missing ...

Student: 'Feature'.

Teacher: ... 'Feature' and 'future' we're missing.

Student: Hey, I just said 'feature'.

Teacher: Where is it?

Student: I just said feature.

Teacher: I know, I told you. You guys are too fast for me. I couldn't write it fast enough. Okay, do we have 12? 1, 2, 3, 4, 5, 6. 1, 2, 3, 4, 5, 6. We have 6 of each. Okay, you guys sound pretty fluent in these words. You sound like you know how to read them.

Today we're going to take it a step further and break it up so that we can spell them easily too. Let's read them first together. When I point to it, you're going to read it. Ready? I can tell you're ready because you're looking at my finger, waiting for me to point.

Group: 'Action'. 'Nation'. 'Section'. 'Motion'. 'Station'. 'Caution'. 'Mixture'. 'Picture'. 'Nature'. 'Nation'.

Teacher: Hmm? [00:36:00]

Group: Nation. Nature.

Teacher: I mean 'nature'.

Teacher: Right. You've got to look at that ending because there's two 'na's right? There is a nation, you're right, but you need to know the difference between 'nation' and 'nature'.

Group: 'Fixture'.

Teacher: 'Fixture'.

Group: 'Feature'.

Teacher: 'Feature'.

Group: 'Future'.

Teacher: Awesome. Okay, good. Now you guys are going to get your own white board.

Student: We need this.

Teacher: This is for us. Nope, I am going to take that. We're going to practice just the endings first. Here are your markers. All right. What I want you to do is put your board close to you so only you can read it. I want you to write the sounds that you hear when I say a word, okay? First I want you to write the word ... Or the part of the word 'tion'. 'Tion.'

Group: 'Tion'.

Student: Aw man. Can I use ...

Teacher: Oh yeah. Let me see.

Student: Ah, can I put it down?

Student: I got it ...

Teacher: Okay. It's okay because by the end of this you will get it right. All right. This ending is 'tion'. [inaudible 00:38:56] No, I'm glad you didn't. I don't want you to use that. [00:38:00]

Student: Okay.

Teacher: 'Tion'. Can you say 'tion'?

Group: 'Tion'.

Teacher: Whenever you hear 'tion' in a word this is how you spell it. Can you write it on your board? 'Tion'.

Student: [inaudible 00:38:22]

Teacher: Thank you Student-17, being kind and helpful. Okay, now we're going to write ... As long as you know this ending, you know half of the word already. Now you just need to sound out the beginning part of the word. That's what we're going to work on today.

First word we're going to practice ... No, you don't need to erase. I want you to write the beginning sound that you hear. Are you ready? The beginning sound is 'na-tion'. 'Nation'. Finish it with the word. 'Nation'. The whole word because you know the 'tion' part. All you need to now sound out is the beginning.



Student: [inaudible 00:39:24]

Student: Yeah. Okay, it shouldn't take you this long because you already have part of the word. Let me see. Okay, what I want you to do is write the letters in front of the 'tion' so all you have to do is write the 'na', okay? Now erase the 'na'.

Group: 'Tion'.

Teacher: Okay. Now ... Fine'action'. 'Ac'. Just add the letters in front of the 'tion'. Add the letters in front of the 'tion'. 'Ac'. 'Ac-tion'. [00:40:00]

Student: I got to erase.

Student: Are you all right?

Student: No, it's okay.

Teacher: Okay, we only have two minutes. 'Action'. Next one. 'Nation'. Let's sound out 'nation'. 'Station'. 'Station'. 'Sta' ... Let me see. Good. Let me see, Student-7. 'Sta'. 'St', 'st', 'st'. 'Station'. Okay. Next one. 'Motion'. 'Mo-tion'. Okay. 'Motion'. Let me see. Good. Good. All right. 'Section'. 'Sec-tion'.

Student: I know this one. [inaudible 00:41:47]

Teacher: For what?

Group: [inaudible 00:41:51]

Teacher: We're not playing that game today.

Student: Can I show you, TEACHER?

Teacher: Yes please. [00:42:00] All right. 'Station'. Oh, last one.

Student: Is it?

Teacher: The tricky one. Let's see if you get tricked. It's 'caution'.

Student: Huh?

Teacher: 'Caution'. Wow. Nice. You remembered the vowel team. You remembered the vowel team.

Student: I had a vowel team already.

Teacher: 'Caution'. That was so encouraging, Student-12. I really appreciate you valuing our kind and caring ... Oh, you got it the first time.

Student: He got it the first time.

Student: Switch the 'A' and the 'U'.

Student: Around. Switch it around.

Teacher: Good teamwork. I really love that. Okay. 'Cau-tion'. Okay. 'Caution'. Now we're going to look at the ending 'ture'.

Student: 'Ture'?

Student: Yay.

Teacher: Spell 'ture' on your board. Spell 'ture'. 'Ture'. Hey, to yourself. What are you thinking? Good. 'Ture'.

Student: There.

Teacher: Did you do it without the board? You did it with the board? Did you look?

Student: No.

Teacher: No? Okay. See, you didn't need it. All right. Now let's look at the ... We're going to look at the beginning ones. [00:44:00] Student-7 just said it. 'Fixture'.

Student: Yeah.

Teacher: 'Fix'. 'Fixture'. Good. Let's see how fast you can do 'mixture'.

Student: Oh my goodness. It keeps ...

Teacher: 'Mixture'.

Student: It keeps running out.

Teacher: It shouldn't run out. No, it's fine. 'Mixture'. 'Mix' ...

Student: I thought you said, "Fixture."

Teacher: I did the first time and now we moved on. 'Future'. 'Fu'. 'Fu' not 'Fi'. 'Fu'. What letter do you hear?

Student: 'E'.

Teacher: Future. Good. Where's yours?

Student: Done.

Teacher: Nice. Good. 'Picture'. 'Pic-ture'.

Student: 'Pic-ture'.

Teacher: 'Picture'. Good job, "student". 'Picture'.

Student: Yeah.

Teacher: Good. 'Feature'. This is the tricky one. 'Feature'.

Student: Aw, I just ...

Teacher: Good. Vowel team makes the 'ee' sound. Two letters make the 'ee' sound in this word. Close, Student-7. Student-7. It's 'ea' though.

Student: I did.

Teacher: You have ... Write it this way next time because I think you got confused because you wrote it backwards. Write it forwards first, okay? 'Feature'. [00:46:00] Last one is 'nature'. Just like 'nation' has the beginning sound the same, but it has 'ture' as the ending Awesome. You guys know these. Good.

Student: Yay.

Teacher: Okay. The next ... Can you go give this to Teacher-2? Okay. In the next group you guys are going to use these.

Student: Okay.

Teacher: I'm going to mix them up like this and you're going to use these to put them where they go. 'Na' , where can this go?

Student: The front.

Teacher: But where? Where can it go? Front of where?

Student: In the front of ...

Student: In the front of 'ture' ... 'Tion'.

Teacher: You can put them in either of them, right? It could be 'na' ... What if I put it here? What word does it make?

Group: 'Nature'.

Teacher: What if I put it here?

Group: 'Nation'.

Teacher: Good. There's only one place this can go.

Group: 'Feature'.

Teacher: 'Feature'. So you would put it here. Do you understand? You're going to do it for all of them. You're going to mix it up and play that game over there, okay, after you're done.

Student: Start the timer.

Teacher: It is on.

Student: Yay.

Teacher: What did you learn at my center today?

Group: We learned that there is 'tion', 'ion' and 'ture'.

Teacher: Good. How do you spell 'tion'?

Group: T-I-O-N.

Teacher: And how do you spell 'ture'?

Group: T-U-R-E.

Teacher: Good.

Group: I-O-N.

Teacher: Good. Now all you need to know is the beginning part. How do you spell caution?

Group: C-A-U-T-I-O-N.

Teacher: Good. Spell 'feature'.

Group: F-E-A-T-U-R-E.

Teacher: Spell 'future'.

Group: F-U-T-U-R-E. [00:48:00]

Teacher: Okay, spell 'action'.

Student: A-C-T-U-R-E.

Teacher: 'Action'. Not 'acture'.

Student: A-C-T-I-O-N.

Teacher: Good. Better. Student-7, spell 'station'.

Student: S-T-A-T-I-O-N.

Teacher: Good. Spell 'motion'.

Student: M-O-T-I-O-N.

Teacher: Good. Spell 'nature'.

Student: N-A-T-U-R-E.

Teacher: Good. Okay. You guys rock. You can use this in the next center, okay? Thank you for participating. You guys, hey, the first time that we ... I am still talking, thank you. The first time we went over this you guys had a hard time spelling 'tion' and now at the end you know how to spell it.

Student: [inaudible 00:48:55]

Teacher: After the end. All right. Every group, I really like the writing center, how it looks, thank you. I like how the vocabulary center looks. You guys beat the timer. You earned the treasure chest. I'm still looking for ways to move the key down and I can't because you guys keep doing awesome things. Keep it up. Okay. Switch.

Can you get the flashcards that we made yesterday? Actually, I have them.

Student: [inaudible 00:49:26]

Teacher: You're starting a little bit over a 2 right now. Let's fix that. Okay. Did you practice your words last night? I'm going to go ahead and take your vocabulary cards. Do you have your name on it? Write your name. Where's yours? Write your name on it please. Thank you. [00:50:00]

Okay, today we're going to practice. We're moving on from what we did yesterday. We're going to practice your spelling goals for this week. Student-1 and Student-11, we're working on the short new vowel sound this week. These are the spelling words that we made yesterday, okay? Let's read them together. Ready?

Student: 'Jug'.

Teacher: 'Jug'. Wait, what's this one?

Student: [inaudible 00:50:43]

Teacher: No. What's the 'n' sound? What does it sound like? 'G'.

Student: 'G'.

Teacher: The beginning is 'j' so say 'jug'.

Student: Jog.

Teacher: Jug. [inaudible 00:51:05] Come on, say it. Don't look up. Look at the word and sound it out.

Student: 'Gum'?

Teacher: Good. I really like how you sounded out each sound and made the word 'gum'. You sounded it out silently and then you said the whole word together. That's awesome. Okay, go to the next one.

Student: 'Hum'? 'Bum'. 'Bah'. 'Bum'.?

Teacher: Nope, what's the ending sound?

Group: [inaudible 00:51:42]

Teacher: It's okay. What's the ending sound?

Student: 'T-t'.

Teacher: Good.

Student: Heart?

Teacher: Say it again.

Student: Heart?

Teacher: Hurt.

Student: Hurt.

Teacher: There you go, okay. [00:52:00] Then what's our bonus word this week? It's a sight word. What sight word is it? What does that word say?

Student: 'Are'?

Teacher: 'Are'. Good. All right. Yesterday we made our ...

Student: Cards.

Teacher: ... Vocabulary cards for the 'un' sound. This is a picture of a what?

Student: Sun.

Teacher: Sun. What's the middle sound like in that word? Middle sound?

Student: 'Uh'.

Teacher: 'Uh'. Right. In all of these vocabulary spelling cards there's the 'U' in a different color for the 'uh' sound. Oh, thank you. Okay. We're going to read them again except this time you're going to read them on your own without help.

Student: Okay.

Teacher: All right.

Student: Who's that ones?

Teacher: Oh, it's Student-5's. He's with Teacher-3.

Student: Who's that ones?

Teacher: Mine. This is my 'U'. Read them to yourself like Student-11's doing right now.

Student: [inaudible 00:53:11]

Teacher: What's the beginning or the end? 'Uh' not 'ah'. You're saying the 'ah' sound. Say 'uh'.

Student: 'Uh'.

Teacher: Read it again.

Student: Sun.

Teacher: There you go. Much better.

Student: 'Gum'.

Student: 'Gum'. Maybe 'gum'. 'Bum'?

Teacher: No. What's the ending sound?

Student: [inaudible 00:53:45]

Teacher: Oh, yes!

Student: [inaudible 00:53:47]

Teacher: Good. Okay. You sound like you're ready.

Student: I'm ready. [inaudible 00:53:58]

Teacher: You're saying 'ah'. [00:54:00]

Student: 'Ah'? 'U'?

Teacher: What's this a picture of?

Student: 'Sun'?

Teacher: 'Un'. 'Sun'. What sound does this make? 'Uh'.

Student: Junk?

Teacher: Okay, we're going to discuss this word. Okay, Student-11, go first.

Student: Read my cards?

Teacher: Yeah, read your cards and put them in a straight line.

Student: 'Bug'.

Teacher: 'Bug'. Okay, Student-1, your turn.

Student: [inaudible 00:54:45]

Student: 'Tug'.

Student: 'Gum'.

Teacher: No, it's the beginning sound.

Student: 'Uh'.



Teacher: No, beginning sound. No.

Student: 'Buh'?

Teacher: There you go.

Student: 'Bum'?

Student: 'Hug'.

Student: 'Guh-um'? 'Gum'?

Student: [inaudible 00:55:21]

Student: 'Su-uhn'. 'Su-uhn'. 'Su' ... 'Su-uhn.' 'Suh-uh-n'. 'Sun'?

Teacher: Nice. Thank you, Student-11, for getting that part right. Good, and this last one?

Student: 'Jog'.

Teacher: You're saying 'jog'. That was when we did the short 'o' sounds. Right now we're working on a short 'u' sound.

Student: J-ahg. Jahg.

Teacher: This is not the 'ah' sound though, sweetie.[00:56:00] It's 'uh'.

Student: 'Uh'.

Teacher: Say j-uh-g.

Student: 'Jug'.

Teacher: 'Jug'.

Student: Now I get it.

Teacher: Okay, say it then.

Student: 'Ja-ohg'.

Teacher: 'Ug'.

Student: 'Ug'. 'Jug'.

Teacher: You're saying ...

Student: 'Jug'?

Teacher: Yes. Say the beginning sound with the 'ug'.

Student: 'J-ug'. 'Jug'.

Teacher: 'Jug'. Say 'bug'.

Student: 'Bug'.

Teacher: Say 'bug'.

Student: 'Bug'.

Teacher: Say 'tug'.

Student: 'Tug'.

Teacher: Say 'jug'.

Student: 'Jug'.

Teacher: 'Bug'. 'Tug'. 'Jug'. They all have the 'ug', see. Say it.

Student: 'Buh' ...

Teacher: 'Buh' ...

Student: 'Bug'. 'T-ug'. 'Tug'. 'Guh' ...

Teacher: 'Juh'.

Student: 'J-ug'.

Teacher: 'J-ug'.

Student: 'Jug'.

Teacher: 'Bug'.

Student: 'Bug'.

Teacher: 'Bug'.

Student: 'Bug'.

Teacher: 'Tug'.

Student: 'Tug.

Teacher: 'Tug'. 'Jug'.

Student: 'Jug'. I get it.

Teacher: Okay. We're going to work on spelling them now. Oh, no. Okay. The first word you're going to spell is ... Okay. 'Cut'. 'Cut'. 'I cut a piece of paper'. Keep it to yourself until she's done. 'C-uh-t'. Student-11, show her yours. [00:58:00] It makes the 'cuh' sound. You need to know this sound, okay? 'C-uh-t'. What does this sound like?

Student: 'K', uh, 'C'?

Teacher: What does it sound like?

Student: 'Cuh'.

Teacher: What does it sound like?

Student: 'Cuh'.

Teacher: Right. Next, spell- we'll come back to it, we're going to come back to it- 'hum'. 'Hum'. What's the beginning sound?

Student: Um ...

Teacher: 'Haaa-um'.

Student: 'H'?

Teacher: Write it. 'Ahhh-mmm'.

Student: This?

Teacher: Nice. Okay, erase.

Student: Can I have ... Can I bring ...

Teacher: 'Sun'. 'Ss-uhn'. 'Nn'.

Student: I ain't good at that.

Teacher: What sound does that make? What sound does that make?

Student: 'Ss'.

Teacher: No, what sound does this letter make?

Student: 'Tuh'.

Teacher: Yes.

Student: 'Tuhn'.

Teacher: It didn't say 'sut'. I said sun. What's the ending sound? Yes, good fix. Erase.

Student: [inaudible 00:59:36] for us?

Teacher: 'Gum'.

Student: 'Guh-guh-guh'.

Teacher: 'Gum'. 'Gum'. What does the 'guh', 'guh', 'guh'? 'Uuuhm'. Good. [01:00:00] I like how you underlined the 'uh' sound. 'Hug'. 'Hhuuh-huh-huh'.

Student: 'H'?

Teacher: Don't say it out loud. Write it. 'Uuu-g'. Nice. Yes. 'Bum'.

Student: 'Bah'.

Teacher: Nice. I didn't even have to sound it out with you. You knew. Good. Next one. Bug. Different ending. 'Bug'.

Student: 'B'?

Teacher: Don't say it out loud. Student-11's trying to do it too. Why are you erasing it? 'Bug'. Good. 'Jug'. 'Jug'. 'Juh-uhg'. 'Juh'. What makes the 'juh' sound?

Group: Aww.

Teacher: Okay, you guys are going to continue doing this. Good. You're going to take turns being partners. You're going to be me and then you're going to be me. Okay, you're going to read her a little word and then she's going to write it. There's already dry erase boards over there for you. Read it and then you'll write it, okay? You're going to keep practicing this. [01:02:00]

Student: Okay.

Student: [inaudible 01:02:07] my desk.

Teacher: I'm going to take it. I'm waiting on the vocabulary center. Thank you writing center. It looks great. I really appreciate how you can put your materials away nicely. Okay, switch. Did you write your name on it yet? Is your name on it?

Student: [inaudible 01:02:30]

Student I can't use the chair because I'm big.

Group: [crosstalk 01:02:42]

Student I can go on my knees.

Teacher: Go get a chair.

Student: You look like you're sitting down.

Teacher: You do look like you're sitting down. Is your name on it? Why do you guys not have a sign? How come some people do and some people don't? Were you paying attention in your center?

Student: We forgot.

Teacher: What do you mean?

Student I have a sign.

Group: [inaudible 01:03:03]

Teacher: You know what? I do not like how you are acting. You can sit in learner's position and get ready to learn. This group, I'm disappointed. You should have been able to finish in that time at the vocabulary center. Some of you did and some of you only have two things. What's the expectation?

Student: Finish.

Teacher: Yes, finish and work the whole time. If you did not finish that tells me you did not work the whole time. I'm disappointed. All the other groups were able to do a lot more than that.

Okay. We're going to be going over the 'tion' and 'ture' sounds, okay? I'm going to see what you know already first, okay? Do you remember? [01:04:00] You're all going to get a dry erase board and markers. We need one more. Can you get one more? Thank you Student-2. Okay. What I want you to do is ... Just like Student-9's already doing, I want you to hold it close to you. I want you to write the sound that you hear. Okay.

Student [inaudible 01:04:34]

Teacher: The 'ion'?

Student Yeah.

Teacher: Because we're going to be working on it too but for the spelling part you're not.

Student 'Nation'.

Teacher: Yes, can you write 'tion', the ending 'tion', on your boards? Can you spell 'tion'? I know Student-15's done because she's looking at me; her marker has a cap on. Okay, show me your boards. What's this part for?

Student: Oh. [inaudible 01:05:13]

Teacher: Okay, right underneath of it- there you go- right underneath it I want you to write 'ture'.

Student 'Ture'?

Teacher: 'Ture'. The ending 'ture'.

Student Oh, okay.

Teacher: 'Ture', the ending. 'Nature'. So what's the ending? There you go. All right. For this I'm going to show you using Student-2's ... Can I see everyone's board? Thank you. Awesome. What I want you to do is divide your [01:06:00] board in half.

Student: [inaudible 01:06:05]

Teacher: Yeah. Then I want you to rewrite 'tion'. Work in teams to categorize your words.

Student Oh, Miss? 3, 3.

Teacher: I know. Teams of 3. [crosstalk 01:06:30] You're going to write your spelling words ...

Student: Boys versus girls.

Teacher: ... Where they go. It just happened to be that way, not on purpose. Okay, first team to get done moves their clips up. You have 6 minutes on the timer.

Student: [inaudible 01:06:48]

Teacher: Yip, go, but you have to work together. That means that you all have to be at the same things. You have to be helping your team. What do you have that they don't have? What is he doing that you didn't do? What does that say?

Student: [inaudible 01:07:09]

Teacher: No, what does that say?

Group: [crosstalk 01:07:11]

Teacher: What does that say?

Group: [crosstalk 01:07:13]

Teacher: What I just did is something you could say to them as partner, okay? Because you put it in the right one. Underline that 'ture' ending. Woah, girls are way ahead right now.

Student Student-5.

Teacher: Oh hi, Student-5. Go to the writing center with Student-11 and Student-1.

Group: [inaudible 01:07:49]

Student This is so easy.

Teacher: Student-7, that's not your iPad. [01:08:00] Underline your endings.

Student Aww.

Student: There. There. There. There. There. There. There. There. There.

Student: Okay done.

Teacher: Wow.

Student: Oh dear.

Teacher: You guys keep working. I'm going to check your boards. Okay, what I want you to do is draw a line under each one and I want you to come up with more words that have those endings.

Student Ooh, I already know.

Teacher: Good. Come up with more words on your own, s a team. What other words have the 'tion'? Good. What other ...

Student: This is hard.

Student: 'Imagination'.

Teacher: Where are you finding them? Oh, the sign. Way to use your resources.

Student: 'Tradition'.

Student: I can't think of any more words.

Teacher: Are you done?

Student: How about 'celebration'?

Student: I'm done.

Student: Wow you guys are done too fast. [01:10:00]

Student: 'Congratulation'.

Teacher: Very good.

Student: What's this one?

Student: Oh, I know.

Teacher: You only have 1, 2, 3, 4, 5. You're missing one.

Student: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

Teacher: Okay, as a team you need to help Student-9 figure out which one is missing. Can't do it on his own. Okay, now you guys need to come up with words that have those endings. Student-4, it's a team. Does your team know what you're doing?

Student: That's not how you spell 'instructor'.

Teacher: What does your team need to do that you're doing? Tell them. Communicate.

Group: [inaudible 01:10:56]

Teacher: There's lots of words that have 'tion' in it.

Student: I don't have any words.

Teacher: Write it on the back. What other word has 'tion' in it?

Student: No, I got it. I got it.

Student: 'Abbreviation'?

Teacher: Good one. 'Abbreviation'. What else? What has 'ture' in it? One minute.



Student 'Motion'? ...

Student: 'Nation'?

Teacher: We already have 'nation'. What else has 'ture'?

Student: 'Ture', 'ture', ture'.

Student 'Culture'. [01:12:00]

Teacher: 'Culture'. Ooh. They're coming up with 'ture' words.

Student: We don't know any 'ture' words.

Teacher: 'Creature'.

Student: I came up with 'creature', that's why.

Teacher: Good one. What do we have in this room?

Student Ooh, I got one.

Student: [inaudible 01:012:21]

Teacher: 'Temperature'. We have 'future'.

Student: What is your company called?

Teacher: My company?

Student: Their company.

Teacher: What do you mean 'their company'? College?

Student: No. Like their name of the company. See if it's 'ture'.

Teacher: No, it's not. The University of Hawaii.

Student: 'Collector'?

Student: That's 'or', that's not 'ture'.

Student: Come on. This is hard.

Teacher: What do we have in our room?

Student We have frames.

Student: 'Picture'.

Teacher: Yeah, we have picture already on your list. What is this table?

Student Ooh, I got one.

Group: Aww.

Teacher: I hear you'd, good one. 'Construction'. 'Furniture'.

Group: Ooh.

Student I got one.

Teacher: Put it in there. Okay, clean up your area. You guys can erase your boards.

Student Who won?

Teacher: I think it was a tie.

Group: [crosstalk 01:13:36]

Teacher: Are you arguing? You don't ask to move your clip up. I tell you when you get to move your clip up. If you ask me then you're probably not going to do it. Here. Thank you. Back to your seats please, [01:14:00] after you clean your group. Vocabulary center is not clean.

Student Who's is this?

Teacher: Thank you.

Student: Thank you.

Student: TEACHER.

Teacher: All right. I appreciate that group sitting quietly, ready to learn. Thank you Student-5. The last group that was in the vocabulary center, can you write your names on your vocabulary cards and then I will collect that. You can leave that, thank you. Sure. Oh, you already have your name on it? I'll take it. Who else is in your group? Do you have your name on it? Student-18, I need your vocabulary card. Thank you.

Student: [inaudible 01:15:37]

Student: I know. I didn't give as much time in the last center. Okay. What did we practice today in our centers? Student-17?

Student: [inaudible 01:15:52]

Teacher: Did we practice today? Student-2?

Student: Endings.

Student: Aww.

Teacher: [01:16:00] Endings. Specifically, what kind of endings? Louder.

Student: 'Ion'.

Teacher: 'Ion'? Not 'ion'. It's not just 'ion'. It's 'tion'.

Group: 'Tion'.

Teacher: 'Tion' and ...

Group: 'Ture'.

Teacher: ... 'Ture', right. 'Tion' and 'ture' were what we were practicing.

Student: 'Tion' and 'ture'.

Teacher: The 'tion' and 'ture' endings and you were able to work independently to decode them in a fluency reader and you were able to work with me in group in the spelling patterns together. Good. How can we make it better for next time? You guys were very focused, very on task, not loud. What can we work on, though, for next time? What can we improve? Student-4?

Student: [inaudible 01:16:55]

Teacher: You're talking about the activities. I'm talking about behavior. How can we improve for next time?" student?"

Student: We need to pay attention to our work.

Teacher: Were you not paying attention to your work? What do you mean by 'pay attention' to your work? Yes, absolutely, you should be paying attention to your work, but what should you be doing better than today? You were, for the most part, paying attention to your work. Student-11?

Student: [inaudible 01:17:29]

Teacher: Okay. That's a good one. When the timer goes off you can stop writing and move to the next task. Some of you continued to work even after the timer went off. That's your signal to move on, right? Good one. Anything else? When you're on task, how will I know that you're on task the whole time? Student-17?

Student: [inaudible 01:17:59] [01:18:00]

Teacher: By me watching you and making sure you're looking at your work? What if I'm not watching you? How will I know that you're on task? Student-7?

Student: [inaudible 01:18:12]

Teacher: You're on the right track. Student-4? How will I know that you're staying focused on your work?"student"? Student-2? How do I know you're focused?

Student: [inaudible 01:18:38]

Teacher: What?

Student: [inaudible 01:18:40]

Teacher: I can't hear you, sweetie.

Student: [inaudible 01:18:43]

Teacher: Okay, but those are behaviors. After, like now, how do I know that you're focused in your center? What can I look at? Student-9?

Student [inaudible 01:18:56]

Teacher: No. Right now you're in learner's position but what I'm asking you is how do I know that you completed you work? "student"?

Student: [inaudible 01:19:12]

Teacher: Yes. I'm going to look at your vocabulary cards and that's how I know if you're on task or not, if you understood what we were doing. Okay? I'm going to look at your vocabulary cards. Does that make sense?

Group: Yes.

Teacher: Okay. Go ahead and get out your Readers Writers notebook. We have a little bit of time now ...

Student Before lunch?

Teacher: ... Before lunch to work on our packets.

Student: [inaudible 01:19:39]

Teacher: Go ahead and do the first page. It's the Phonics page. The first page, Student-19. You already did it? Let me see. [01:20:00] What does that say? What is that?

Student 'Portion'.

Teacher: Yes, 'portion'. I saw a horse on the portion. Does that make sense? What does this one say?

Student 'Interest'?

Teacher: No.

Student 'Inture'?

Teacher: That's 'ah'. 'Pasture'. What's a 'pasture'? This is a picture, right, and there is a gate that lets them in the pasture. This is a pasture. It's a place, okay? This one is the one you should circle. Student-7, pencil in hand. What does that say?

Student [inaudible 01:21:11]

Teacher: Good.

Student [inaudible 01:21:16]

Teacher: Student-5, Student-6, please. Student-1, Student-6, please.

Student [inaudible 01:21:22]

Teacher: What ending is this?

Student [inaudible 01:21:40]

Teacher: Yeah. What does that say?

Student 'Tion'?

Teacher: Close, 'ion'.

Student 'Ion'.

Teacher: 'Ion'. What's this beginning one?

Student-7, I can tell that you're not focused because you're not looking at your paper.  
[01:22:00]