

9_4th_ELA_Fables_Main

- Teacher: All right, okay. Today guys we are going to do a seminar about main idea okay? Before we get started with this, since you don't know what we're going to do yet, we have to go over our seminar rules. Does anyone remember any of those seminar rules? The first one I would like you to talk about is me, where I'm standing right now. Can somebody tell me what this means if I'm standing here?
- Student: You're the teacher and we shouldn't be talking over you.
- Teacher: You shouldn't be talking over me, in order to speak what do you have to do when I'm standing here?
- Student: Raise your hand.
- Teacher: What's that?
- Student: Raise your hand.
- Teacher: Raise your hand is correct. Anybody else know another rule for a seminar?
- Student: When you are sitting down you are part of us, so we don't raise our hand we just wait for you to call on us.
- Teacher: Very nice. How do you know when somebody is done talking? You're making what?
- Class: Eye contact.
- Teacher: Very nice. Anyone else know another rule? There's a couple more.
- Student: You need to make eye contact if you want to talk after someone else talks.
- Teacher: Right, anymore? Let's think about, what kind of language do we use? We speak like what?
- Class: Scholars.
- Teacher: We speak like scholar during a seminar and the last rule is, when somebody finishes talking what do they have to do?
- Class: Ask them their opinion and to join in.
- Teacher: To join in and how to we speak to each other?
- Class: Politely.

Teacher: Oh I heard it over here “student” would you say it louder?

Student: Respectfully.

Teacher: You speak what? Respectfully, so I want us to remember those rules as we get started. Take a look at our target. It says, I am able to find a theme, main idea or moral of a text and use text evidence to support my reasoning. Today I'm going to use a fable to help teach this lesson. Anybody ever heard of a fable or have any idea? You've heard of them you just might not know. Student, what's a fable?

Student: [00:02:00] I'm guessing it's like a lot of fake things but it's not real.

Teacher: Fake things not real, kind of anybody else have an idea? “student”.

Student: The story itself is not real but it has a lesson involved in it.

Teacher: Say that louder, I don't know if they heard you over there.

Student: It's a story that isn't real but it has a lesson inside of it.

Teacher: Can anybody add to that? “student”.

Student: For an example The Brother's Grimm books were to teach kids lessons and examples of what not to do. They're usually not real or they are not real like they have talking animals and stuff in them.

Teacher: Talking animals is a really common thing in fables. “student” , did you know something else?

Student: I read this story in second grade about this toad and a frog.

Teacher: Toad and Frog, what happened in that story?

Student: They are best friends.

Teacher: They are best friends. Do you remember any lessons being taught?

Student: Not sure.

Teacher: Not sure. Has anyone ever heard of the boy that cried wolf?

Class: Yes

Teacher: You've heard of it. Do me a favor and turn to the person next to you and tell them what that was about. Do you remember did you talk? You don't know the story you three? Give me five. We have a couple of students who haven't heard of it can someone give me a brief summary of the story? Tell me what happened, lets see somebody that hasn't spoken yet. "student", do you remember the story?

Student: I've never read it.

Teacher: Never read it anybody, have you read the story Student? Can you share with the class?

Student: It's about a boy that was lying because [00:04:00] he was yelling that there was a wolf in the village. The villagers came out and there was no wolf and he did it a few times. When the wolf really came the villagers didn't believe him.

Teacher: Right, they didn't believe him. Do you guys remember that story; sound familiar? What would you say the main idea or lesson for that story would be?

Student 2: Not to lie.

Teacher: Not to lie, because what happens if you lie?

Class: No one will believe you.

Teacher: Right. I know another one you guys might have heard of. How about the Hare and the Tortoise anyone every hear that story?

Class: Yeah.

Teacher: Turn to your neighbor and tell them that one. Do you guys remember? Oh you did okay. Give me five; give me five please. Is there anyone that does not know that story? You have never heard the story "student"? Can someone give a brief summary of the story, a really quick summary? "student".

Student: Basically the hare was bragging that he was definitely going to win and he thought so much of himself. Then in the middle he took a nap because he knew he wasn't going to lose because the tortoise was so slow. Then the tortoise past him and beat him.

Teacher: What was the theme; what was the moral of that story?

Student 4: That you should never brag.

Teacher: You shouldn't brag.

Student 8: Lazy.

Teacher: You say lazy?

Student 8: Yeah because the Hare took a long nap.

Teacher: The Hare took a long nap. [00:06:00] You're saying lazy and we got bragging. Anybody else have any other themes from that story? "student".

Student: Don't think that you're better than anybody else.

Teacher: Yeah, don't think that you're better than everyone else, kind of like "student" said about bragging.

Student: Don't think that sometimes fast can beat slow.

Teacher: That fast can beat slow. I think the moral is something like slow and steady ... what is it?

Student 9: Slow and steady wins the race.

Teacher: Slow and steady wins the race. We typed assessments and "Teacher" says to take your what?

Class: Time.

Teacher: And to put in your what?

Class: Best effort.

Teacher: Best effort because does it matter if you finish fast?

Class: No.

Teacher: No, it matter what?

Class: If you give a hundred percent.

Teacher: If you give a what?

Class: Hundred percent effort.

Teacher: Very good. Today we are going to read a fable that hopefully you have not heard of. I am going to pass this around. I am going to pass it on each side. Everybody just take one and they should end up at "Teacher-2". "Teacher-2"

will give me the rest. It's called the Bad Kangaroo and I'm going to need a couple of readers to read this allowed for us. We are going to share this fable and see if we understand; or see if we can figure out why the author chose the moral or the theme that they did. You can place it on your clip board so it's easily accessible. Does everyone have The Bad Kangaroo? [00:08:00] I actually changed my mind "Teacher" is going to read this allowed. If you are a self-directed learner where would your finger be?

Class: The.

Teacher: On what?

Class: The.

Teacher: All right. Let us listen to this story and see if we can figure out the theme, the main idea, the moral to this.

The Bad Kangaroo. There was a small kangaroo who was bad in school. He put thumbtacks on the teacher's chair. He threw spit balls across the class room. He set off firecrackers in the laboratory and spread glue on the door knobs. Your behavior is impossible, said the school principle. I'm going to see your parents, I will tell them what problem you are. The principle went to visit Mr. And Mrs. Kangaroo. He sat down in a living room chair. Ouch! Cried the principle, there's a thumbtack in the chair. Yes I know, said Mr. Kangaroo. I enjoy putting thumbtacks in chairs. A spitball hit the principle on his nose.

Forgive me, said Mrs. Kangaroo. I can never resist throwing those things. There was a loud booming sound from the bathroom. Keep calm, said Mr. Kangaroo to the principle. The firecrackers that we keep in the medicine chest has just exploded. We love the noise. The principle rushed for the front door. In an instant he was stuck to the door knob. Pull hard, said Mrs. Kangaroo there are little globs of glue on all of our door knobs. The principal pulled himself free, he dashed out of the house and ran down the street. Such a nice person, said Mr. Kangaroo. I wonder why he left so quickly? No doubt he had an appointment, said Mrs. Kangaroo. Never mind supper is ready. Mr. And Mrs. Kangaroo and their son enjoyed their evening meal. After dessert they all through spitballs at each other and across the dinning room table.

Now fables often put the moral or the theme at the bottom. Do you think we can read this together? The last sentence that starts with A. Your finger on it? [00:10:00] Let's read it.

Class: A child's conduct will reflect the ways of his parents.

Teacher: Now what in the world does that mean? Don't tell me, tell the person next to you. What does it mean to you?

Student 15: It means the child will do what the parents do.

Teacher: Yeah, what their parents do or what their parents taught them to do, right?

Student 15: I do like to.

Teacher: You do? Throw spitballs?

Student 15: No.

Teacher: You act like your parents?

Student 15: Yes.

Teacher: Do you think every child acts like their parents?

Student 15: Sometimes.

Teacher: Most times yeah sometimes you learn stuff from them. I think so too. Give me five. What I want you to do now is take one sticky note. In fables the morals are often written in very a fancy language. I want you to write it in a nice fourth grade language. What is the moral of this story. I am going to give you exactly forty five seconds so go. Ten seconds remember we want to keep the moral or the theme, like we do in class. It's got to be kind of short. We're not writing a paragraph. Think about a sentence; a sentence is pretty good. [00:12:00] I still see a few pencils moving so I will give you another fifteen seconds or so.

Now take another sticky note and stick it on top of your story, so you should have two sticky notes. On this sticky note I want you to prove to me, from this piece why your theme is correct. How do you know your theme is correct? What in here helped you come up with that theme? I'm going to give you a little bit more time for this, then we are going to discuss it. I will give you about sixty seconds for this one. Go ahead find me some evidence in the story that supports your theme. How do you know this? A good way to start would be like, I know this is the moral, I know this is the theme, I know this is the main idea because ... Like "Teacher" always says you got to do what? Prove it to me please.

[00:14:00] A couple more seconds, finish up your ideas then we will start our seminar. All pencils are down, so listen up carefully. I would like some of you to share your ideas but follow this format. I think the moral of this story is ... whatever your moral is ... because in the text I found, and state it. Is there

anyone that would like to start first? Just open up the seminar. We will start with "student". Remember to, either "student" invite someone in or someone may respond to what "student" says. [00:16:00] The other rule we forgot about is don't look at who?

Class: You.

Teacher: Don't look at me. Who are we all looking at right now?

Class: "student".

Teacher: Well who are we looking; who's about to speak?

Class: "student".

Teacher: All right here we go.

Student: I give up the moral, monkey see monkey do because that was the shortest and most accurate moral that I could come up with. I found this in the text, the kangaroos the mother and the father put thumbtacks down and they glued the door handles and they [inaudible 00:16:34] so the kid did too.

Teacher: Anybody agree or disagree?

Student 17: I agree because whatever the parents do, with the kid watching, the kid will do the same thing because it's part of their traits in the family.

Teacher: Oh look at that vocabulary word, traits. We learned that and he's saying it is one of those learned behaviors two clap snap for that. That's from science, high-five on that. Anybody else have a different moral? What moral did you come up with ... "student"?

Student: The moral that I chose, they said if you act like, if your parents do something you will copy it and you will learn that trait and keep on doing it and doing it.

Teacher: How do you know?

Student: I know because when he was done with his dinner and stuff [00:18:00] the parents did it too. The parents did the same thing as their kangaroo. I think because the parents were picking up the kids manners and to be respectful to others.

Teacher: The parents; did you say the parents are doing bad things? Oh okay.

Student 18: I agree with “student” and “student” cause what their child would do in school like throw spitballs across the room and put glue on the door knobs and put thumbtacks in the chairs too. The parents would do the same thing as the kid. When the principle went to the house she sat on a thumbtack.

Teacher: I got a question. Why do you think the author wrote this story? We're in seminar so.

Student: The parents looked like they were going to do something in front of the kids.

Teacher: You think the author was writing this for parents?

Student: Yeah because if the parents do something bad in front of the kids, the kids might copy it and they might get in trouble at school too. I think the parents should watch what they do before they do it.

Student 19: I think what the author was trying to put out was you shouldn't copy every single thing that we see. Just because [00:20:00] your parents may do certain things doesn't mean you should. It may also be written just to show a bad example or what not to do.

Student: Or the kids when they were younger, the parents use to do it in front of them and he copied the same thing that his parents did in front of him.

Student 19: My parents wouldn't be about kangaroos.

Student: I still disagree but.

Teacher: Wait which one do you disagree with “student”?

Student : I disagree with both of them because I think it's for the kids. Sometimes kids can correct their parents and tell them it's a bad idea to do something bad to others.

Teacher: I haven't anybody on this side ask somebody what they think.

Student: [inaudible 00:21:03] what do you think about that?

Student 20: I agree because.

Teacher: With who?

Student 20: With “student” because children could correct their parents. If the parents smoke and have another child in their stomach and drink because their kid could end up having something different in their body like disabilities they can give their children.

Teacher: Can you invite someone in over here?

Student 20: What do you think about that Student?

Student: I agree because the parents shouldn't be setting bad behavior in front of their own child. Whatever the parents do the kid will do cause they are learning things from them and the parents are suppose to set good behavior.

Student 20: Invite someone. [00:22:00]

Student: What do you think about that "student"?

Student: I agree because the parents are suppose to set a good example for you.

Teacher: Someone help her out. "student" what do you think?

Student: I agree the kids should be able to correct their parents if they are doing something bad like that too. It depends like my mom said if they are smoking or drinking you you should be able to correct your parents. My mom use to smoke but I was afraid she was going to get cancer because I saw a commercial that it would happen. I kept telling her to stop smoking so she doesn't get cancer.

Teacher: You think the author wrote this for parents? Let's see a show of hands. Who thinks if you think the author wrote it for parents or if you think the author wrote this fable for children. Let's see if you think it's written for parents raise your hand if you think the audience is parents. Okay if you think the audience is for the child. "student", you didn't raise your hand. Hat do you think?

Student: I think

Teacher: Hands down.

Student: I think it's a little bit of both. I mean ... the kid does learn from their parents but the kid can also tell their parents don't do this because it's wrong. If the kid corrected them then I bet that the kid would probably have better decisions and to be better. Then again the parent doesn't always listen to the kid. Sometimes the parent just ignores the kid [00:24:00] and it just gets them mad.

Teacher: What do you think "student" about what "student" just said?

Student: I agree because I tell my parents sometimes when they do bad things and they just ignore me or don't answer.

Teacher: "student" hit the nail on the head. Fables are written for guess what?

Class: Everybody.

Teacher: Everybody! It's written for parents it's also written for children. It's meant to have universal meaning. Does anybody know what I mean when I say universal meaning? You have an idea? What do you think?

Student 25: Universal meaning means it depends on who you are talking to. People could have different meanings or different definitions for what this book or what this article is about.

Teacher: But it should mean something to them, like how they perceive it. If your mom or dad read this what would they think about it? Tell the person next to you. What do you think? If it was read by your parents what would they think? Give me five. Sorry "student" did I cut you off? You can finish what you were saying.

Student: [inaudible 00:25:55]

Teacher: Will you [00:26:00] share that with the class?

Student: My grandpa had a stroke and he should read this so he would listen to kids more. What happen was My uncle needed to borrow some money and grandma gave it cause she owed him some. She gave the money to grandpa and she put me in charge of them and then he started spending. I told him not to spend it but he spent it on popcorn and drinks anyways. So my uncle and I didn't have enough money.

Teacher: Oh, so sometimes children can be a better example or a good example to adults. Do we agree?

Class: Mm-hmm (affirmative).

Teacher: You guys did really well with that but that was one "Teacher" helped you with. Now I want to see what you can do on your own okay? What I'm going to do is I'm going to pass around this basket and you are going to simply take one piece of paper out of the basket. Each paper has a different fable however, two other people in the class will have the same fable as you.

The first thing we are going to wait till everyone gets their fable and then you're going to have to find the other group members. One group will only have two but "student" is going to take that extra one. What you're going to do then is we're going to take the fable and go to any area, you can sit next to each other in seminar. You can find a space in the room and you are going to have to read the fable. Your group is going to have to come up with the theme, the main idea or moral.

Then we will come back to seminar and you are going to read your fables, notice this are all short. See how short it is? It's a real short one. We're going to share the fables. One person from your group will read the fable aloud, so you will need to have a spokesperson in your group who is going to speak for the group and they're going to share their theme. We as a class are going to decide if we think you guys came up with a good moral or if we think you need to work on it more. If we agree; [00:28:00] if the class agrees with your moral we are going to put it in the keep side. If we think you need to work on it more where are we going to put it?

Class: Back in the think tank.

Teacher: Back in the think tank so now I'm going to pass these around please do not ... sit up "student" please ... this should take like maybe, I don't know forty seconds to go around. Do not look in here to try to find one that your friend has. I want you literally to pick and pass. Are we clear? Give me a number if you understand what I just said. I don't want to see this. Looking to see what "student" has and find it in here. You take one and pass it on, are we clear? Okay good. Now take it and pass, quick. Chop, chop, chop chop sooie.

Student: Do you want me to grab one too?

Teacher: Yes, please grab one because we have one student absent. Take and pass. Perfect, it worked out. Now you are going to have to find your other group members. "Teacher" is not going to help you; I'm not going to do anything. You have approximately two minutes to find your other group members and I'm going to set the timer. Listen carefully, once the timer is set you and your group need to be reading. You can go anywhere in the classroom you like. You just need to be with your group. Make sure you have your clipboard and your sticky notes. Your sticky notes is where you're going to write your theme. Does everybody understand what I said? Give me a number if you understand what I just said. [00:30:00] Yes, "student" you have a question?

Student: How do we know if they are in our group or not?

Teacher: They will have the same fable as you. You have to figure out how you are going to find that. You guys know how to read, so let me grab my timer I left it over here by mistake. You will have two minutes and when the timer goes off you need to be in your group are we clear? Go! You got a minute thirty seconds. Have you found your group? Go find a place you can sit here. You can go any place you want. Yeah, you can go over there. Have you found your group?

Find a place so that you can work. One minute! Where are you guys going to sit? Oh, your letting her chose? How about right here? Turn your seats so your facing each other. Turn that seat so your facing each other and you can see. [00:32:00] "student" v oh okay. Are you guys about to start? Wait until she gets

back and I will work with you guys. You want to read it together? Let's read it, read it out loud. Bless you. Okay I need proof. If that's what your moral is, I want you to prove it to me. How do you know?

What would that moral be? Tell them not me. I just want to know what you say but your talking to each other. Oh yeah, except having what you have is better than nothing. That's two different morals. Maybe you can make it one long moral. You got to decide but the other thing remember? I need proof. Prove [00:34:00] to me that, that's what that moral is. Make sure you write it down. Do you have your person that is going to read it and explain it for everyone to understand? I should be able to ask any of you. Any in this group, I should be able to ask you all about it. Read it one more time make sure you know.

What did you guys come up with? Did you write it down? You need to, you should be working not just sitting here guessing. Let's see which one you have. The donkey okay. What was your moral; what did you guys come up with? Just got to be yourself? That was the one he was drinking dew or eating do as a donkey. You think you should just be yourself? Can you prove it to me? You have proof in there? Make sure you have both of those written down because when we come back I need to know. What do you guys got? Let's see, what is your moral?

Student 9: The father tries to teach him a lesson in saying that, if we are divided we do not agree on the family part. When we are together we don't break apart we stay together.

Student 8: They won't disagree and they won't always fight.

Teacher: Kind of like in the class right?

Student 8: Yeah.

Teacher: What would happen if everybody was doing their own thing all the time?

Student 8: If we were doing all of different things and you put us together in a group [00:36:00] and we do different things. We would always disagree and say we should do this not this or we should do this not this.

Teacher: Kind of like you guys. Your working together right now aren't you?

Student 8: Mm-hmm (affirmative).

Teacher: What is going to happen if you work together? What's helpful about being together?

Student 8: Their different ideas.

Teacher: I heard that! You said what?

Student 8: There's different ideas.

Teacher: There's different ideas. Is everybody's idea valuable?

Student 8: Yes.

Teacher: I need you to write down your theme but I need you to have proof. You know I am going to ask you for that proof. Prove it to me all right. Can I switch with you?

Student: Sure.

Teacher: Can I get you to go to "student" and "student"? All right what did you guys come up with?

Student 2: Always keep your promises. Fulfill what you said.

Teacher: Keep your promises? Lets see.

Student 2: He promised the crane that he would pay her a lot of payment if she went in his mouth and took the bone out his mouth.

Teacher: Did he pay her?

Student 2: No, the payment he said, you think your so lucky. You were paid enough when I let you take your head from my dolls without biting it off.

Teacher: It's a wolf right? Do you think the crane should be grateful that he didn't get his head bitten off?

Student 2: Yeah, that's the best payment.

Teacher: What would your moral be again?

Student 2: Always keep your promises.

Teacher: But you told me the best payment was to keep your head.

Student 2: Yes.

Teacher: So which one is it? It can't be both.

Student 2: Keep the head.

Teacher: How would we put that in a moral cause everyone is not going to be talking about keep your head.

Student 4: Be thankful what you got?

Teacher: Be thankful for what your left [00:38:00] with I can see that one. Surely the crane would be messed up if the wolf bit his head off. I can see be thankful. Have you written it down? Make sure your write it down and make sure you write your proof. You guys got shorted cause "student" is not here so you only have two but make sure you have a Student okay? Somebody is going to read it aloud and then somebody else can give us the examples. Do you need a pencil? I have one over here. Hold this for "Teacher-2".

So you think the moral is sticking together right? What about that friend?

Student 8: "student"?

Teacher: The one that ran away. What would you think about him as a friend?

Student 8: I think he's not such a good friend because he left him.

Student 9: He should of took control with him so he wouldn't have to be afraid.

Teacher: What does that say about friendship? Should you be friends with everybody?

Student 9: No.

Teacher: Why not?

Student 8: They could go against you.

Teacher: Could that be a moral? Chose your friends ... how would you say that?

Student 8: Friends don't always stick together.

Student: Is that really your friend?

Student 8: No.

Teacher: Maybe you should be careful when you do what?

Student 8: [inaudible 00:39:54]

Teacher: What was that? Why now tell me why. [00:40:00] Find the proof as to why. Why would that be the proof? What do you guys got over here? Let's see I forgot your fable. Which one was it?

Student 15: The ant.

Teacher: The ant and ... oh yeah so what did you guys come up with? What was your moral? What did you come up with?

Student 15: If someone helps you, you should help them back.

Teacher: Do you have proof? Did you find proof in there? You got to have proof. You can't just tell me you have to prove it to "teacher" cause your just a fourth grader. Prove it to me where in there would that prove.

Student 17: The dove helped the ant and the ant helped the dove.

Teacher: If either one wouldn't have helped each other what would have happened to the ant?

Student 17: He would have died.

Teacher: He would have died. What would have happened to the dove?

Student 17: He would have been trapped.

Teacher: Right so make sure you write that down. Do you have a Student? This group is all quiet who's going to read it? No you have to read it out loud to the whole group. Are you going to read it Student? Thank you. Give me five please. Give me five. I shouldn't hear any voices but I should see all eyeballs. We are going to come back. I am giving you ... one more minute so have your ideas finalized. If you already have your ideas finalized you may come sit in seminar but sit next to your group members. Make sure you have a Student.

Make sure you are all together on your ideas. Student you have to sit next to your group. [00:42:00] You three are a group? Okay. Yeah, sit together; all three together. I will give you thirty more seconds those of you that are still writing. Finish up with your writing. I met with all of you so you should have your morals decided. Student if you want I will read for your group. Do you want me to read it? I don't know how I got three shy kids together. I'm not going to read that part. You have to read that part. Sound it out, nobody's reading it. You are going to read it aloud you know what you wrote. It's a-g-a-l-n-s-t.

Student: We are missing a chair.

Teacher: Apparently, somebody just probably pulled it out. It's okay look scoot down. [00:44:00] All right I was able to meet with all of you and by "student" I think you've got it. I'm pretty sure but I want to hear what you have to say. I'm going to read one group because I happened to get one group of all shy kids. I don't know how that happened.

I'm going to read their fable for them and we're going to each listen. These are all very short so you should have your Student and be ready to go. We are going to go around the circle and when we get to you guys I will just read your fable. Listen carefully to each Student. All eyes should be on the person that is speaking. We need to listen to the fable, you're going to have to decide whether or not you agree or disagree with their moral. They're going to provide support, to help convince you.

Yes, "student"?

Student: Can the talker stand up when reading it?

Teacher: Yes, the Student may stand if they like. Are there any other questions? We are going to start with this first group to my left, which is "student", "student", and "student". Who's going to read your fable? Are you going to stand? Read the fable first please.

Student: The fable is ... A dog with some meat in his mouth is walking across a bridge. He looked down and saw his reflection in the water. This foolish dog mistook his reflection for another dog with a much larger piece of meat. He immediately dropped his own meat and attached the other dog. Of course his reflection was only in the water and his supper was washed away.

Our group decided that the moral for this fable is you should be thankful for what you already have. This is because he thought that his [00:46:00] reflection was another dog's with a large piece of meat so he dropped his to get the bigger piece and didn't have anything after all.

Teacher: Do we agree with that one? Yes, no, maybe so. Anybody disagree with that fable? Anybody want to comment? Are we going to keep or put back in the think tank? Thumbs up or thumbs down please. Thumbs up, thumbs down, let's see or sideways if you're not sure. You know how we do it. Looks like we are going to keep that one. You can go stick it up there. Everybody give her a two clap snap. Good job first group. It's always scariest to go first.

Next we have "student", "student", and "student". Which one is the Student?

Student: Kim and Troy were traveling together. A bear suddenly found them on the path. Kim quickly climbed the tree. Troy fell flat on the ground. The bear sniffed Troy

all over his body. He held his breathe and pretended to be dead. The bear went away because bears will not touch a dead body. Kim came down from the tree and made a joke. Kim asked Troy, what did the bear whisper to you? Troy frowned, he said the bear told me never to travel with a friend that runs away when danger comes.

Teacher: Very nice, what was your moral?

Student: The moral was chose friends wisely because some will just try to get stuff out of you and they won't stick with you when something bad comes. They will leave you alone.

Teacher: Has anybody ever had a friend like that? [00:48:00] Or somebody you thought was your friend and then they turned out not to be your friend? Anybody have a story like that, that happened to them? You want "Teacher" to share her story?

Class: Yes.

Teacher: When "Teacher" was in college I got stranded really faraway because I didn't have a car. I was a freshmen in college and we weren't allowed to have cars on our campus but I had three friends with cars, or so I thought were my friends. Do you know they left me on the other side of town. So picture Kailua and being stuck in Waimanalo but you have to get back to Kailua, but you don't have a car.

Student: I would walk.

Teacher: You could walk it's not far but how long would it take me to get there? Let's make it a little further. Two hours walking it's not that long. So you had other friends though? "Teacher" didn't have ... the other time was I got really sick I had the flu in college. Do you know what all my friends did? They left me and they went out and had fun. I was just in the room sick throwing up. They didn't even care, they didn't call, they didn't check on me. Were they really my friends?

Class: No.

Teacher: "Teacher" had to learn that lesson the hard way. I do have some friends from college. I have some friends that I've had now that have been my friends for twenty years. That was when I first went to college and I thought everyone was my friend and everyone was not. Did you have a story "student"?

Student: One time we were playing in a grassy area and I slipped on a rock and twisted my ankle. My friend didn't help me even though I screamed for help.

Teacher: Oh bummer, that's what I'm talking about. You have a story "student"?
[00:50:00]

Student: There's this girl that I live by her name is "student". Every time I try to go outside she was lying cause she didn't want to play with me and she told me I was her best friend. It's difficult to live by her cause she goes against me and uses me just to go in my house and stuff.

Teacher: Right so let's see a thumbs up or down if we agree with their moral or sideways if you're not sure.

Student 18: I would hate that girl.

Teacher: You would hate that girl okay very nice. Please stick yours in the keep and do me a favor can you use magnets guys to stick them up there? Usually we stick the on our board with white paper but we will use magnets. Stick it up there with the magnets they are on the side.

Student 19: What if it's not spelled right?

Teacher: It doesn't matter. We are not checking for spelling. We are checking for your ideas. You had great ideas. We are going to quickly put those up and ... thank you "student" they can grab them. Next group.

Student 20: A wolf had a bone stuck in his throat. He promised a crane a lot of money to put its head in his mouth and pull out the bone. When the crane had extracted the bone she asked for payment. The wolf bare his teeth at the crane and growled. You think yourself lucky you were paid enough when I let you take your head from my jaws without biting it off.

Teacher: What was the moral of that one? "student"?

Student: The moral that we came up with was be thankful [00:52:00] for what you got. If you got your head taken off and still got paid you wouldn't be able to do anything.

Teacher: Say it again I don't think they heard you.

Student: If the wolf took your head off but he still paid you then you wouldn't be able to do anything but rather, have your head not taken off and live your life.

Teacher: Very nice. Anybody ever been ungrateful?

Class: Yes.

Teacher: Parents scolded you for that? Anybody ever been ungrateful and your parents said since you're being ungrateful you don't need it at all. You ever heard that one?

Class: Yes.

Teacher: My mom said that to me a lot of time. What would happen is we would go to the grocery store, your parents ever say don't you ask for anything. Do they ever tell you that?

Class: Yeah.

Teacher: Then you sit there and you're asking, asking, and asking and you end up getting something severe in exchange.

Student 25: Every time I ask my grandma that she always gets me something.

Teacher: Well grandmas are different. We are talking over each other. That's our seminar rule. Here we go ... do we agree with the crane ... kept his what?

Class: Head.

Teacher: So should he be happy or not? Thumbs up or down if we agree. If you disagree or are not sure I would like to hear why. "student".

Student: Well

Teacher: Tell them not me.

Student: I agree but disagree at the same time cause I'm not really sure. Your moral to the fable is reasonable but something I was thinking of once about your fable was that the wolf should make reasonable promises to others. [00:54:00]

Teacher: It looks like "student" may have had a comment could you invite him "student"?

Student: What do you think "student"?

Student: I'm the same as them you should make promises and not break them otherwise the crane won't ever help you again. That's why you make promises you can keep rather than breaking them and saying too bad you should be happy you didn't get your head chopped off. Really you should keep your promise.

Teacher: Anybody else agree or disagree with what was said? Please invite someone "student".

Student: What do you think about it “student”?

Student: I think that he should of just spit ... the crane should have been able to do a solid for the wolf. The wolf could easily one day help the crane. What if the crane needed help and the wolf is like where's my payment. It's going to sound like you don't care.

Teacher: Your saying you should just be nice and kind to people. I've got a question for you. There was a wolf and a crane anybody have any idea why theyv would chose a wolf and a crane? Why wouldn't you chose a wolf and a dog or a wolf and a bear or a wolf and a lion? Why did this author chose a wolf and a crane?

Student 2: What's a crane?

Teacher: It's a type of bird. Jocelyn.

Student: Cranes have long necks so it can reach their head into the wolf's neck to get the bone out.

Teacher: That's a good reason. What about food chain? Oh, tell your neighbor. Why would they chose a wolf and a crane based on the food chain? [00:56:00] What could the wolf do to the crane? Could you say that out loud when we come back? Give me five let's come back. “student” had an interesting explanation for why they would chose a wolf and a crane and I would like her to share it. If anybody would like to comment pleas follow up afterwards.

Student: They would have a wolf and a crane in the food chain because a wolf could be a predator.

Teacher: To the what?

Class: Crane.

Teacher: To the crane. Typically it would it the crane. Picture yourself you're the crane, would you help the wolf out?

Class: No, yes.

Teacher: Tell your neighbor what you would do and tell them why. I got another one give me five. I heard different things. I heard some people say yeah you would do it to be nice. I heard some people say no. What if it was you and a lion? Tell your neighbor. [00:58:00] Give me five, so this one we had split down the middle. We had two different sides of this; two different perspectives. I think everybody's perspective sounded similar when I said, you and a lion. Everybody's face was like oh yeah no. The lion is just going to have that bone in his throat. What I

would like you to do is stick your theme directly on the line. Can you do that please? Thank you. We had two different sides; two different perspectives.

I'm going to read for this group since they are all super quiet. An ant went to a riverbank for a drink. The unlucky ant fell into the water and almost drowned. A dove was sitting in a tree hanging over the river. She plucked a leaf and let it fall in the water near the ant. The ant climb onto the leaf and floated back to the riverbank. Later a hunter arrived and began to make a trap for the dove. The ant came and stung the hunter on the foot. The painful sting made the hunter cry out. The dove was warned of the danger and flew away. "student" is going to tell us what's the moral or theme of this one?

Class: If someone helps you then you should help them back.

Teacher: How do you know?

Class: The dove helped the ant get back to the riverbank and not drown. Then the ant helped the dove not get trapped and not get killed.

Teacher: Can anyone think of a rule that we [01:00:00] you've probably heard this rule since you were in kindergarten. You probably hear it every single year. Don't tell me tell the person next to you. What rule am I thinking about? Give me five. What's that rule I'm talking about? Who can tell me that rule? We call it something too. We call it the blank rule. I think all of you should tell me. What kind of rule is it?

Class: The golden rule.

Teacher: Now what is it?

Class: Treat others the way you want to be treated.

Teacher: Very nice. They're moral was spot on do we have anybody that doesn't agree? Can you stick it on the keep side? We will move right along with "student", "student", and "student". You should have had your Student before you came back here.

Student: A father had sons who were always corralling. They were not the same when he told them about the danger of the men. The father decided to give his sons a partial lesson. He took a bundle of sticks and asked each son in turn to brake the bundle. None of his sons were able to do this. Then the father opened the bundle and gave his sons separate sticks. Of course the sons could brake these sticks easily. The father said our family is like this bundle of sticks. While we are together nothing can brake us. When we are divided [01:02:00] our enemies will brake us as easy as these sticks.

Teacher: What's your moral?

Student: The moral of this story is that when you break apart from your family when you always disagree or always fight about what you want and what they want. If this person wants to do this and the other person wants to do this they will always keep on fighting and never speak again. So there father was trying to tech them a lesson. If they are together they can't be broken so they won't always disagree or fight.

Teacher: Very nice. At school we know about bullying right?

Class: Yes.

Teacher: How would this apply to bullying? Tell your neighbor. How could that help you in bullying. If someone was picking on Student right? Who's class is she in? Who's class is this? I21 What is I21 going to do if someone is picking on somebody in this class?

Student 15: They will get beat up.

Teacher: No! If we all stood around would they still bully her?

Student 15: Like "student"?

Teacher: Who? What happened?

Student 15: Remember he slapped that girl and got in trouble.

Teacher: So together would they be able to bully anyone in our class? That's how we what? That's how we roll we don't allow that. We practice this fable everyday in this classroom don't we? [01:04:00] Very nice! Give me five. Who can help me out with that? How does that fable relate to bullying? "student", then can you invite "student" after since he raised his hand.

Student: If you stick as one ... if somebody gets bullied in our class ... and we are all around. No one will pick on them because we are all one and no one gets bullied. That's how we roll.

Teacher: That's how we what?

Class: That's how we roll.

Teacher: That's how we roll in I21. That's really how we roll. Can you invite?

Student: What do you think about that "student"?

Student: I agree because if we were divided it would actually lead to bullying. Once we started fighting we start disagreeing a lot and we could really start to get mad at each other. We could start calling each other names or pushing each other around. You just disagree that's what it will lead to.

Teacher: How about together?

Student: You agree and you don't fight.

Teacher: Very nice and you work together. Even though we are more than one "student" made a comment, do we always have to have the same idea?

Class: No.

Teacher: Is it okay?

Class: Yes.

Teacher: Well what's the difference? In one case you're fighting and one you're not, what's the difference? Tell your neighbor don't tell me.

Student 15: Disagreements are part of life.

Teacher: What's that?

Student 15: Disagreements are part of life. If everyone was the same what would the fun be in that? Everyone's different.

Teacher: [01:06:00] So it's okay to disagree. We have to disagree a certain way. What do we say? We disagree respectfully. I understand what you're saying. Very nice can you share that when we come back. Thank you. Give me five please. There is a difference from disagreeing and bullying. I'm going to start with Student and Student cause I heard what they said but feel free to respond to what they have to say, so go ahead.

Student 15: Disagreeing is part of life but disagreeing is only good if you know how to disagree correctly. Don't disagree in a bad way. Don't say I think your wrong just because of my thought. Disagree upon like ...

Teacher: How could you say it? Student says it all the time she says I ...

Student 15: I disagree respectfully.

Teacher: I respectfully disagree yes.

Student 15: Disagree with your opinion. I think it's a good thing but I disagree with it because ...

Student: Again I short of respectfully disagree because I believe that there is respect in this agreement but you don't have to say you liked the idea. You don't have to say oh it's a good idea but I also think ... which is good but you don't have to like it you just have to respectfully disagree. [01:08:00]

Teacher: That's the word I want you to say when you hear the word validate.

Class: Validate.

Teacher: Acknowledge.

Class: Acknowledge.

Teacher: So you acknowledge what the person says and you validate them by saying something like ... Student I respectfully disagree because ... but you do not have to say I like your opinion and this is mine because that's kind of not being honest right? If you really don't agree with what they say it's fine to disagree. You need to make sure you acknowledge and validate what they said.

Student 15: Disagreeing is a part of life. If didn't disagree everybody would say the same thing. If your talking to each other you guys say the same thing it might be weird. If only one person says it and you think about something else you can say I disagree with yours or I think that yours is good but I disagree with it.

Teacher: Very nice, so do we have a thumbs up for that group? Please add yours to the keep. Next group we only have two more. Who's the Student for you guys?

Student 18: One day a donkey heard some grasshoppers chirping and loved the melody. The donkey wished he could sing the same one. He asked the grasshoppers what short of food they lived on. The donkey thought the grasshopper food was the secret to their beautiful voices. The grasshoppers told the donkey they lived on dew. After that the donkey decided he would only eat dew. A short time later he died of hunger.

Teacher: That one is kind of funny to me because the donkey was eating what?

Class: Dew.

Teacher: Dew, now I am pretty sure donkeys don't eat dew. What was your moral?

Student 18: [01:10:00] Be yourself don't be someone who you're not. You don't always have to be perfect. Follow your instincts in what you want to do. You can still sing

good it's just that it's not what they eat it's like for what you do. The grasshoppers they just do that sound because they just make that sound. The donkey can't make that sound or he probably might huff or puff or something. He can't make that sound but he's a donkey it doesn't matter if the grasshoppers sound good or better than him just go with what you think about yourself.

Teacher: Did you have something to add "student"?

Student: Basically you got to be yourself. He died of hunger you got to realize that. He didn't get what his body needed. He needed certain things that dew didn't have. If there really wasn't wholes in him but it's like there was wholes in him. He didn't have some stuff that he absolutely needed to live.

Teacher: Very nice, two clap snap on that one it was very concise. Do we agree or disagree what do we got? Thumbs up or thumbs down? Please add it to the keep and our last group. Are you going to stand "student"? Of course you are.

Student: Don't you judge me.

Teacher: Come on let's go.

Student: A lion woke up when a mouse ran over his face. The angry lion caught the mouse and went back to kill him. The terrified mouse pleaded with the lion. He said [01:12:00] if you spare my life I am sure I can help you in the future. The lion laughed at this idea but let the mouse go. Not long after the lion was caught by hunters and tied to the ground. Then the mouse heard the lion roaring. He came up a gnawed through the ropes holding the lion captive. You laughed at the idea that I could help you said the mouse. Now you can see that even a mouse can help a lion sometimes?

Teacher: You read fast may I read it again just a little slower so everybody can hear.

Student: I can read slower.

Teacher: Okay read a little slower.

Student: A lion woke up when a mouse ran over his face. The angry lion caught the mouse and went back to kill him. The terrified mouse pleaded with the lion. He said if you spare my life I am sure I can help you in the future. The lion laughed at this idea but let the mouse go. Not long after the lion was caught by hunters and tied to the ground. Then the mouse heard the lion roaring. He came up a gnawed through the ropes holding the lion captive. You laughed at the idea that I could help you said the mouse. Now you can see that even a mouse can help a lion sometimes?

Teacher: What's your guys theme?

Student: Our theme was ...

Teacher: Tell them you're looking at me.

Student: No matter what size you can always help and our proof was it said directly in the text, now you can see even a mouse can help a lion sometimes.

Teacher: If we applied that to people, how would we say that about people?

Student: In people we could say ...

Student 2: Bubba helping Student.

Teacher: Well maybe not ... kind of think back to the Bad Kangaroo one. Who are we talking about? Kids and ...

Class: Parents.

Teacher: Parents. In the case like Student gave the example, can kids help their parents sometimes?

Class: Yes.

Teacher: Can parents help their kids?

Class: Yes.

Teacher: Kids ... ambassadors where you at? You guys are all in the fourth grade but have you helped lots of people this year?

Class: Yes.

Teacher: What kind of things have you done?

Student 8: We gave food to the "" kids.

Teacher: "" kids right? [01:14:00] What else did you do?

Student 2: We provided backpacks with goodies inside it for kids that don't have backpacks.

Teacher: Mm-hmm (affirmative). What else did you do?

Student 4: We sold the glow bands we used for the preschoolers.

Teacher: For their what?

Student 4: Playground equipment.

Teacher: How old are you guys right here in this class?

Class: Nine, ten.

Teacher: Nine, ten and you guys are making these big changes, so does your size matter?

Class: No.

Teacher: Does your age matter?

Class: No.

Teacher: What matters? What's in your what?

Class: Heart.

Teacher: Very nice, give me a thumbs up thumbs down if we agree with this one. We are going to now return to our seats but not yet, Mrs. Browns in the center so all eyes should be on me. I'm going to pass this out to you and you're going to go to your seat. You're going to write your own fable, I know. Teacher came with a template for you and you're going to work on it. What kind of work does Teacher want?

Class: Amazing.

Teacher: Amazing, and I expect what?

Class: No wide spaces.

Teacher: No! One hundred ...

Class: Percent effort.

Teacher: What I can't hear you?

Class: One hundred percent effort.

Teacher: That sounds much better. On this it says write your own fable chose two characters, one setting, and one moral. Then use a chart to plan your writing.

Now we have some morals up there. You may choose any of those or you may choose one that I gave you here. I also gave you some suggestions for characters. Did we notice a theme? What kind of characters were we all reading about? They were all what?

Class: Animals.

Teacher: Animals, so I gave you some animals. Do you think you are only limited to these animals?

Class: No.

Teacher: No, you may chose additional animals, then settings. I gave you some setting choices as well but you can chose a different setting. [01:16:00] This basically will outline it for you. We have seven minutes before recess. Do you think I want you to rush and try to get this done before recess?

Class: No.

Teacher: No, I will give you time after lunch to continue to work on this. Are we clear?

Class: Yes.

Teacher: Take one and pass it. Once you have it on your clip board please return to your seats and take your chairs back to your seats, once everyone has it. Don't move; freeze until everyone has it. Be careful with this table because the microphone is there. "student", get off the table.

Student 8: Are we going to choose which one to out?

Teacher: You can use one of those or you can use one that's on the paper. I was about to say where is it on this side I know I past it both ways. I will take the extras. Please return to your seats quickly, quietly, and correctly. Pick up your chairs and take them with you. Your guys desk is crocked. There you go. [01:18:00] Are we worried about snacks right now? What should you be doing?

Student 9: Working.

Teacher: Should I hear any voices right now?

Class: No.

Teacher: I will be here if yo have any questions, you can ask me or "Teacher-2". When the bell rings, I asked some of you to stay to help me get Chromebooks. Whoever stays will help get them. Make sure your name and date is at the top please. I

know you guys love to forget that. Will you sit there? No, not you. I was talking to "Teacher-2". I'm going to sit here. Jocelyn she's got it. You have to have two characters. What character are you going to use?

Student: A wolf.

Teacher: And? Pick your own sometimes it's good to have a lower level on the food chain then a wolf> What would you pick. Think of something a wolf would eat.

Student: A rabbit.

Teacher: It's your choice. How about you what did you pick?

Student 8: A snake and a wolf. [01:20:00]

Teacher: Snake and a wolf.

Student 9: I have a dog and a pig.

Teacher: A dog and a pig hum. What did you pick?

Student 17: I'm picking a wolf.

Teacher: Picking a wolf all right. Where is yours; yours is in the desert? A wolf and a snake?

Student 17: Mm-hmm (affirmative).

Teacher: Good one those are both. Maybe a coyote.

Student 17: It drowns on the beach.

Teacher: Okay well get started. So your problem is the dog ... oh wait the pig is about to drown. So where it says P that is where you would write that. That's the problem and you said the solution is that the dog is going to? Now remember you can look up there at those too. If you like that one you can use it as your moral. What you thinking?

Student 18: I'm thinking like a rabbit and a dog.

Teacher: Mm-hmm (affirmative) are they friends or are they enemies?

Student 18: They're friends.

Teacher: They're friends then what would be the problem?

Student 18: They're in the forest.

Teacher: They're in the forest.

Student 18: The rabbit got lost cause it's small.

Teacher: The dog is going to help him? Now where it says P [01:22:00] that's your problem. The rabbit is lost. Did you pick your moral? You're going to help a friend in need, did you circle it? This is going to help you when you're trying to write it, right? Boys and girls remember fables don't have to be as long as the Bad Kangaroo. Remember I gave you those small pieces? Yes, ma'am? You absolutely can.

Student: Are you ready to go get the Chromebooks?

Teacher: Yes we are actually, are you going to bring them over? Yes, she can bring them. Do me a favor secure your papers on your clipboard. The bell is about to ring any moment. Be sure your math book and math notebook is on your desk. "Other Teacher" class is going to be bringing over Chromebooks and those of you that stay will help get them. O will continue working on your fable after lunch. We're going to do math when we get back from recess. Guys you see the morals on the board? I'm going to move them over to the left. I have to use the board for some math. You need to have your geometric tools, your math book, and your math notebook on your desk. What's this for? Thank you. I said after, I will give it to you before you guys go to lunch. [01:24:00] He sits right here.