

9: 4th_ELA_Fables_Classroom

- Teacher: All right. Today guys, we are going to do a student seminar about main idea. 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 anybody remember any of those seminar rules? The first one I would like you to talk about is me, where I'm standing right now. Somebody tell me what this means if I'm standing here. "student"?
- Student: You're the teacher and no one should 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"?
- Student: When you're sitting down, your part of us, so we don't raise our hand. We just wait until you're done talking.
- Teacher: Very nice. How do you know when somebody's done talking? You're making what?
- Class: Eye contact.
- Teacher: Very nice. Anybody else know another rule? There's a couple more. "student"?
- Student: You need to make eye contact if you want to talk after someone else is [talking 00:01:01].
- Teacher: Right. Anymore? Hmm, let's think about what kind of do we use? We speak like what?
- Class: Scholars.
- Teacher: We speak like a scholar during seminar. The last rule is there is no ... Wait, no. When somebody finishes talking, what do they have to do?
- Student: Ask someone their opinion, or to join in.
- Teacher: And to join in. How do we speak to each other?

Student: Respectfully.

Teacher: Oh, I heard it over here. "student", could you say it louder?

Student: Respectfully.

Teacher: You speak what?

Student: Respect.

Teacher: Respectfully. I want us to remember those rules as we get started. Take a look at our target, it says I am able to find the theme, main idea, or moral of a text and a 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? Anybody have any idea? You've heard of them, you just might not know. "student", what's a fable?

Student: I'm guessing it's [00:02:00] about fake things, but it's not real.

Teacher: Book about fake things, not real. Kind of, anybody else have an idea? "student"?

Student: The story itself is not real, but it has lessons 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 has a lesson inside of it.

Teacher: Can anybody add to that? "student"?

Student: An example, like the Brothers Grimm books, were to teach kids lessons and examples of what not to do. They're usually not real, or they are not real. They have talking animals and stuff in them.

Teacher: Talking animals. Typically, that's a really common theme in fables. "student", did you know something else?

Student: I read this story in second grade, and it's about this toad and a frog.

Teacher: Toad and a frog. What happened in that story?

Student: They were best friends.

Teacher: They were best friends. Do you remember any lessons being taught? Not sure? Has anybody ever heard of The Boy Who Cried Wolf?

Student: Yes, yes! Oh yes!

Teacher: Maybe you've heard of it. Do me a favor, turn to the person next to you and tell them what that was about. You don't know the story?

Student: I've heard of it [crosstalk 00:03:29].

Teacher: Okay, give me five. We have a couple of students who haven't heard of it. Can somebody give me a brief summary of the story? Tell me what happened. Let's see somebody who hasn't spoken yet. "student", do you remember the story?

Student: I never read it.

Teacher: Never read it. Have you read the story, "student"? Can you share with the class?

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

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

Student: Not to lie.

Teacher: Not to lie. What happens if you lie?

Student: People won't believe you.

Student: If you actually need help, they won't trust you.

Teacher: Right. I know another one you guys have probably heard of. What about The Hare and the Tortoise? Anybody ever heard that story?

Class: Yeah.

Teacher: Okay. Turn to your neighbor, tell them that one. Okay, give me five. Give me five, please. Is there anyone that does not know that story? You 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, he thought so much of himself. Then, in the middle, he took a nap because he knew that he wasn't going to lose because the tortoise was so slow. Then, the tortoise passed him, and then he beat him.

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

Student: That you should never brag, and that we shouldn't [crosstalk 00:05:50].

Teacher: Shouldn't brag. You say lazy?

Student: Yeah, be self-centered. The hare, he took a long nap.

Teacher: The hare took a long nap. Oh, so you're saying [00:06:00] lazy, got [ragged 00:06:01]. Anybody else have any other themes from that story? "student"?

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

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

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

Teacher: Sometimes fast can beat slow. I believe the moral was something like slow and steady...

Student: Wins the race.

Teacher: What is it?

Student: Slow and steady wins the race.

Teacher: Slow and steady wins the race. You know when we take assessments? This [round 00:06:29] says to take your what?

Class: Time.

Teacher: Time, and to put in your what?

Class: Best effort.

Teacher: Best effort. Does it matter if you finish fast?

Class: No.

Teacher: No. It matters what?

Student: If you give all your time [crosstalk 00:06:42].

Student: 100%.

Teacher: If you have 100 what?

Class: Percent effort.

Teacher: Very good. Today, we're going to read a fable, hopefully that you have not heard of. I'm going to pass this around, I'm going to pass it on each side, so everybody just take one. They should end up at "Teacher-2", and "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 aloud for us. We're 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 clipboard so it's easily accessible. Does everyone have The Bad Kangaroo?

Student: Mm-hmm (affirmative).

Student: Yeah.

Teacher: I actually [00:08:00] changed my mind, "Teacher's" going to read this aloud. If you're a self-directed learner, where would you finger be?

Student: On "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, or the moral of this. The Bad Kangaroo. There was a small Kangaroo who was bad in school. He put thumbtacks on the teacher's chair. He threw spitball across the classroom. He set off firecrackers in the lavatory and spread glue on the doorknobs. "Your behavior is impossible!" said the school principal. "I am going to see your parents. I will tell them what a problem you are!" The principal went to visit Mr. and Mrs. Kangaroo. He sat down in a living-room chair. "Ouch! cried the principal. "There is a thumbtack in the chair!" "Yes, I know," said Mr. Kangaroo. "I enjoy putting thumbtacks in chairs." A spitball hit the principal on his nose. "Forgive me," said Mrs. Kangaroo, "but I can never resist throwing those things."

There was a loud booming sound in the bathroom. "Keep calm," said Mr. Kangaroo to the principal. "The firecrackers that we keep in the medicine chest have just exploded. We love the noise." The principal rushed for the front door. In an instant, he was stuck to the doorknob. "Pull hard," said Mrs. Kangaroo. "There are little globs of glue on all of our doorknobs." 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 the dessert, they all threw spitballs at each other and across the dining-room table. Fables often put the moral, or the theme, at the bottom. Do you think we can read this together? This last sentence, starts with A. Finger on it, let's read it [00:10:00].

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

Teacher: What in the world does that mean? Don't tell me, tell the person next to you. What does it mean [crosstalk 00:10:20]? Okay, give me five. What I want you to do now is take one sticky note. Fables, the morals are often written in very fancy language. I want you to write it in nice, fourth grade language. What is the moral of this story? I'm going to give you like, exactly 45 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, so think about a sentence. A sentence is pretty good [00:12:00]. Okay, I still see a few pencils moving, so I'll give you another 15 more 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're going to discuss it. I'll give you about 60 seconds for this one. Go ahead, find me some evidence, support 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 the moral, I know this is the theme, I know this is the main idea because..." Like "Teacher" always says, you've got to do what? Prove it to me, please [00:14:00]. Okay, couple more seconds. Finish up your ideas, then we're going to start our seminar. Okay, 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? Let's open up the seminar. Okay, we'll start with "student". Remember to either, "student", invite someone in, or someone may respond to what "student" says. The other rule we forgot about [00:16:00] is don't look at who?

Student: You.

Student: The teacher.

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

Student: The class.

Teacher: Who's about to speak?

Class: "student".

Teacher: All right, here we go.

Student: I came up with the moral, "Monkey see, monkey do" because that was the shortest and most accurate moral that I could come up with. I found, because in

the text, the kangaroos, the mother and the father, put thumbtacks down, and they glued the door handles and they threw spitballs, so the kid did, too.

Teacher: Okay. Anybody agree, disagree?

Student: I agree, because whatever the parents do, and they kids are watching, the kids will do the same thing because it's part of their traits from their family.

Teacher: Oh, look at that vocabulary word. Traits, we learned that. He's saying it's one of those learned behaviors. Two clap snap for that, that's from science. High-five on that. Anybody else have a different moral, a moral that you've come up with "student"?

Student: The moral that I came up with...

Student: Read it!

Student: The moral that I came up with, they said that if your parents do something, you will copy it. You will learn that trait and keep on doing it [and doing it 00:17:49].

Teacher: How do you know?

Student: I know because when the kangaroo was doing all this stuff, the [00:18:00] parents did it, too. The parents did the same thing as the kangaroo.

Student: I agree, because the parents weren't teaching their kid manners and stuff, and to be respectful to others. They were doing a bunch of bad stuff, and they were...

Teacher: The parents? You're saying the parents were doing bad things? Oh, okay.

Student: [inaudible 00:18:28].

Student: I agree with "student" and "student" because what their child would do in school, like spit spitballs across the room and put glue on the doorknobs, and put thumbtacks in the teacher's chair, the parents would do the same thing as the kid. Then, when the principal went to their 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: [crosstalk 00:19:13] parents think before they do something in front of their 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. They might get in trouble at school, too. I think the parents should watch what they do before they do it, think what they do before they do it.

Student: I respectfully disagree.

Student: Yes.

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

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

Student: [crosstalk 00:20:27] wouldn't be about kangaroos.

Student: I still disagree, but...

Teacher: Wait, which one do you disagree with?

Student: I disagree with you, [inaudible 00:20:36]. I think it's for the kids, because sometimes, the kids can correct their parents from doing ... If their parents are doing something bad, maybe the kids can correct their parents if it's a bad idea to do something bad to other people, or something bad for other people.

Teacher: I haven't heard anyone on this side, ask somebody what they think.

Student: What do you do think about that [line 00:21:05]?

Student: I agree, because...

Teacher: With who?

Student: With "student", because children could correct their parents. If parents smoke, and if they have another child in their stomach, and drink, because the kid could end up having something different in their body, like disabilities. They can't do like other children.

Teacher: Can you invite someone in, over here?

Student: What do you think about that, ["student" 00:21:37]?

Student: I agree, because the parents shouldn't be setting bad behavior in front of their own child because whatever they parents would do, the kid will do. They're

learning things from them, and the parents are supposed to set the good behavior. [00:22:00] What do you think about that, "student"?

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

Teacher: Can you help her out? "student", what do you think?

Student: I agree, because the kids should be able to correct their parents if they're doing something bad like that to you. Like "student" said, if they're smoking or drinking, you should be able to correct their parents because, for instance my mom used to smoke. I was afraid she was going to get cancer, because I saw a commercial that would happen to people. I kept on telling her to stop smoking, and one day, she eventually stopped.

Teacher: You think the author wrote this for parents? Let's see, by show of hands, 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. Right, if you think the audience for the child. "student", you didn't raise your hand. What do you think? Hands down.

Student: I think it's a little bit of both. 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, which would be better. Then again, the parent doesn't always listen to the kid. Sometimes, parents just ignore the kid, and that doesn't help at all [00:24:00]. It just gets them mad.

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

Tyler: I think you're right, "student", because I ask my parents about stuff, and then they just ignore me sometimes. Sometimes, I may ask something else, they will answer a few days later.

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

Student: Each other.

Class: Everybody.

Teacher: Everybody. It is written for parents, it is 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: Universal meaning means it depends on who you're talking to. People could have different meanings, different definitions for what this article is about.

Teacher: But it should mean something to them, but how they perceive it. If you mom or dad read this, what do you think they would think about it?

Student: They would think...

Teacher: Tell the person next to you, what do you think? If it was written for your parents, what would they think? ["student" 00:25:41], what do you think? Okay, give me five. I'll ask you in a minute, okay? Sorry, Brian, did I cut you off? You can finish what you were saying.

Student: Then, he kept coming to get it anyway. Then, Uncle didn't have enough.

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

Student: My grandpa had a stroke, and he should read this so he would listen to kids more. What happened was my Uncle needed to borrow some money because Grandma owed him some. She gave the money to Grandpa, and she put me in charge of them. I told him not to spend it, but he spent it on popcorn and drinks anyways, so my Uncle did not have enough money.

Teacher: Oh. Sometimes, children can be a better example, or a good example, for adults. Do we agree?

Student: Yes.

Student: Mm-hmm (affirmative).

Teacher: Okay. You guys did really well with that, but that was one "Teacher" kind of helped you with. Now, I want to see what you can do on our own. What I'm going to do is I'm going to pass around this basket. You're 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're going to wait until everyone gets their fable. Then, you're going to have to find the other group members. One group will only have two, but "Teacher-2"'s going to take that extra one. What you're going to do then, you're going to take your fable and you're going to go to any area. You can sit next to each other in seminar, you can find a space in the room.

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

keep side. If we think you need to work on it a little more, where are we going to put it?

Class: Back in the think tank.

Teacher: Back in the think tank. Now, I'm going to pass these around ... Sit up [inaudible 00:28:12], please. This should take maybe 40 seconds to go around. Do not look in here trying 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 trying to find it in here. You take one as pass it on, are we clear? Okay, very good. Take it and pass, quick. Chop chop, chop chop suey!

Teacher-2: Do you want me to grab one?

Teacher: Yes, please grab one because we have one student absent. Take and pass! Now, you're going to have to find your other group members. "Teacher" isn't going to help you, I'm not going to do anything. You have approximately to find your other group member, 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 that you like, you just need to be with your group. Make sure you have your clipboard and your sticky notes, your sticky notes are 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.

Student: Oh, wait [00:30:00].

Teacher-2: Yes, "student"? You have a question?

Student: Yes. How do we know if they're in our group or not?

Teacher: They're going to have the same fable as you.

Student: The title [crosstalk 00:30:08].

Teacher: Wait, you've got to figure out how you're going to find that. "Teacher", you guys know how to read. Let me grab my timer, because I left it over here by the safety [scissors 00:30:16]. You have two minutes, and when the timer goes off, you need to be in your group. Are we clear?

Student: Yeah.

Teacher-2: Okay, go.

Student: "student", do you have The Dog?

Student: No.

Teacher: Find a place.

Student: I volunteer to the writer and explainer.

Student: I volunteer to read.

Teacher: One minute.

Student: I'll read.

Student: [Maybe you 00:31:34] have to read to each other.

Student: Okay, ready?

Student: I already read it.

Student: Did you read it already, [crosstalk 00:31:48]?

Teacher: Turn your seats so you're facing each other, like [crosstalk 00:31:50] you're facing each other.

Student: Are you reading it right now?

Student: After that [00:32:00], Donkey decided that he would only eat dew.

Student: Okay, I read it.

Student: I didn't.

Student: He died of hunger.

Student: I get it.

Student: Okay. I think that the moral of the story is no matter what size, you can always help.

Student: The Donkey heard that [crosstalk 00:32:18].

Student: If you're small, or if you're bigger, doesn't matter what size, you can always help.

Student: What did you guys eat to get that sweet melody of yours? Then, the grasshopper said dew. So he searched for it, then he died of hunger. That means that he never actually found real dew.

Student: I think the moral is it's usually not because of what we eat [crosstalk 00:32:53].

Student: No matter what size, you can always help.

Student: No matter what size, you can always help.

Student: If you're bigger, or smaller.

Student: Yeah.

Teacher: Okay, and [crosstalk 00:33:02]? You have ask what you think your moral is, I want you to prove it to me. How do you know?

Student: That's a little bit [approved 00:33:19] with how [crosstalk 00:33:20].

Student: Well, duh. We need to prove this.

Student: That's [crosstalk 00:33:27] explaining.

Student: Just because [crosstalk 00:33:29].

Student: [crosstalk 00:33:42] What you do doesn't matter.

Teacher: Oh yeah, [crosstalk 00:33:49]. Maybe you can make it [crosstalk 00:33:54]. Remember, I need proof. Prove to me that that's what that moral [00:34:00] is, make sure you write it down.

Student: I think that, no matter what size, you can always help. The proof is now you can see that even a mouse can help a lion sometimes. It's basically exactly what we just said.

Student: We found the proof in our last sentence, this sounds so good. [crosstalk 00:34:10].

Teacher: Do you have your person that's going to read it, explain it, and everybody understands? 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.

Student: I'll read it out loud now. A lion looked up when a mouse ran over his face. The angry lion caught the mouse, and was about to kill him. First off, why would a mouse run over a lion's face? Just saying.

Student: Because he's probably going to annoy him or something [crosstalk 00:34:39].

Student: Probably to get to the lion.

Student: 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 and gnawed through the ropes holding the lion captive. "You laughed at the idea that I could help you," said the mouse. "Now, you can say that even a mouse can help a lion sometimes."

Teacher: Okay. What's your moral, what'd you guys come up with?

Student: Be yourself. [crosstalk 00:34:55] be yourself.

Teacher: You just got to be yourself? Hope it's right. Yeah, that was one he was drinking dew?

Student: Eating dew.

Teacher: Eating dew, [that's 00:35:07] Donkey. You think that you should just be yourself?

Student: Yeah.

Teacher: Can you prove it to me? Do 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?

Student: I wanted to explain the proof, she said she's going to choose any of us.

Student: Yeah, but I'm going to be talking. Then, you guys will come in and talk when she asks you.

Student: Be yourself, don't add...

Student: [crosstalk 00:35:41] explain it in steps.

Teacher: Kind of like in a clock, right? What would happen if everybody was doing their own thing, all the time?

Student: [inaudible 00:35:51] [00:36:00].

Teacher: Kind of like how you guys are working together right now, aren't you? What's going to happen if you work together, what's [crosstalk 00:36:13] about being together? Ooo, I heard that. You said what? Different ideas [crosstalk 00:36:21]. If you write [crosstalk 00:36:25], but you know I'm going to ask you for that proof. If you can prove it to, it's right.

Student: Be yourself, don't act like someone else.

Teacher: All right, what [one 00:36:46] did you guys come up with?

Student: I know this is the theme.

Student: You don't know what we're doing, "student"?

Student: [crosstalk 00:37:08] because he died of hunger and [crosstalk 00:37:11].

Student: You know what the theme is? Repeat the theme to me.

Student: No matter how, because he died [crosstalk 00:37:19], you can always help.

Student: And the proof is now you can see that even a mouse can help a lion.

Student: Here, just read it in your mind.

Student: I'm not going to remember it.

Student: You have the paper in your face.

Student: Now, you can see that even a mouse...

Student: I made a little arrow that said proof [crosstalk 00:37:45].

Student: Oh, this is the theme because ... [00:38:00] In the text, it said.

Student: Hold the paper on your clipboard.

Student: Okay.

Student: I found it right there.

Student: I'm going to the [crosstalk 00:39:13], because Teacher's going to ask all of us [crosstalk 00:39:16] put in on the board [crosstalk 00:39:19].

Student: She's going to put in the [crosstalk 00:39:25], I think, in the think tank, or in the keep.

Student: Okay.

Student: The think tank?

Student: The thinking tank.

Student: That's not with [heat 00:39:41].

Teacher: Maybe you should be careful [crosstalk 00:39:52]. What was that? Why? No, tell me why. Find [00:40:00] the proof as to why. Why [crosstalk 00:40:01]? What you guys got over here about your fable?

Student: You can just write on the back, dude.

Student: I don't care!

Student: I think the moral of the story is just be yourself. I know this because in the text, it says because if you are a donkey and you like to eat the [crosstalk 00:40:34] because that's not what donkeys eat. Donkeys don't eat [crosstalk 00:40:43].

Student: I think the theme is be yourself, don't act like someone else. Don't [crosstalk 00:40:59]. I know this is [crosstalk 00:41:03] in the text, he ate dew, and he died of hunger because that is not what donkeys eat.

Teacher: Give me five, please. Give me five. [I'm 00:41:18] hearing voices, but I should see all eyeballs. We are going to come back. I'm 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 need to have a speaker.

Student: I'll be the speaker, I'll tell you mine. Be yourself, he died of hunger because he didn't get what his body needed. He needed certain things that dew didn't have. There were holes [crosstalk 00:41:53].

Student: [crosstalk 00:41:52] just use yours, okay?

Student: Okay.

Teacher: Make sure you're all together on your ideas. [crosstalk 00:41:56] sit next to your group [00:42:00].

Student: Let me get my chair.

Student: It's right here.

Student: I'm going to get my chair.

Teacher: You three are a group?

Student: Yeah.

Teacher: You three are a group?

Student: Yeah.

Teacher: Okay.

Student: You're going to be sitting over there [crosstalk 00:42:14].

Teacher: Yeah. Come together, all three together. Okay, I'll give you like 30 more seconds. Those of you that are still writing, finish up with your writing. I met

with all of you, so you pretty much have your morals decided. “student”, if you want, I will read your group, if you want me to. Do you want me to read it?

Student: Yeah.

Teacher: I don't know how I got three [inaudible 00:43:14]. I'm not going to read that part, you've got to read that part, “student”.

Teacher-2: “student”, where's your [group 00:43:21]?

Student: Right here.

Teacher-2: Okay, so you turn it over, [crosstalk 00:43:24].

Student: “student”, sit with your group.

Teacher-2: You got to sit with your group.

Teacher: Again.

Teacher-2: You got to move over one because “student”'s ... “student”, honey, let's go. We're missing a chair?

Teacher: Apparently. Somebody probably just pulled it out. It's okay, you can sit down. Scoot this chair 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 shies, 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 speaker and be ready to go. We're going to literally go around the circle, and when we get to you guys, I'll just read your fable. You need to listen carefully to each speaker, all eyes should be on the person that is speaking. We need to listen to the fable, because 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 doing it?

Teacher: Yes. The speaker may stand, if they like. Are there any other questions? Okay, 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?

Student: I am.

Teacher: Are you going to stand? Read the fable first, please.

Student: The fable is a dog with some meat in his mouth was 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 attacked the other dog. Of course, the reflection was only in the water, and his supper was washed away. Our group decided that the moral to this fable is you should be thankful for that you already have. This is because he thought that his [00:46:00] reflection was another dog with a larger piece of meat, so he dropped his to get the bigger piece, and didn't have anything after all.

Teacher: Hmm. Do we agree with that one? Yes? No? Maybe so? Anybody disagree, hear a different fable? Anybody want to comment? [00:46:17]? Oh, it looked like your hand was up. Please stick your fable, are we going to put it in the keep, or back in the think tank? Thumbs up, or thumbs down please? Go ahead, thumbs up, thumbs down. Let's see. Or, sideways if you're not sure. You know how we do it. Looks like we're going to keep that one, so 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 speaker? Okay.

Student: Tim and Joey were traveling together, and very silently because they didn't want to be caught. Tim quickly climbed into a tree, Joey fell flat on the ground. The bear sniffed Joey all over his body. He held his breath and pretended to be dead. The bear went away because bears will not touch a dead body. Tim came down from the tree and make a joke. Tim asked Joey, "What did the bear whisper in your ear?" Joey frowned. He said, "The bear told me never to travel with a friend who runs away when danger comes."

Teacher: Very nice. What was your moral?

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

Teacher: Anybody ever had a friend like that [00:48:00]?

Student: Yes.

Teacher: Or, somebody you thought was your friend, then they turned out not to be your friend? Anybody want to share a story that happened like that for them?

Class: No.

Teacher: You want "Teacher" to share her story?

Student: No. Yes.

Class: Yes.

Teacher: When "Teacher" was in college, I got stranded really far away, because I didn't have a car. I was a freshman in college, and we weren't allowed to have cars on our campus. I had three friends that had cars, or so I thought were my friends. Do you know they left me on the other side of town? Picture Kailua, and being stuck in [00:48:37]. You have to get back to Kailua, but you don't have a car.

Student: I could walk.

Teacher: You could walk.

Student: Waimanalo not far.

Student: I know my way back.

Teacher: Well, it's not far, but how long would it take me to get there?

Student: About three hours, two hours.

Teacher: Let's take it a little farther. Two hours walking? Not that long.

Student: For me, to walk to my house, maybe since I [walk 00:48:58] in like 15 minutes.

Student: I [know 00:49:00] lots of people that made it like half an hour.

Student: You live close, right?

Teacher: You would have 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?

Class: What?

Teacher: They left me. They went out and had fun, and 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 friend?

Class: No.

Teacher: "Teacher" had to learn that lesson the hard way.

Student: Did you treat them like a friend?

Teacher: Yeah, I do have some friends from college. I have some friends that I've had now that have been my friends for 20 years, but that was when I first went to college

and I thought everyone was my friend. Everyone was not. Did you have a story, "student"?

Student: Yes. One time, we were playing in this rocky area. A rock was watery, so I twisted my ankle. My friend did not help me, even though I screamed for help. He walked off.

Teacher: Oh, bummers. That's what I'm talking about. Okay, let's get a ... Oh, you have a story, "student"?

Student: Yeah [00:50:00]. There's this girl that I live by, her name is "student". Every time I try to go, since we call out people to go ask them if they can play outside, she was lying because she didn't want to play with me. She told me that she was my best friend. It's difficult to live by her because she goes against me, and she uses me just to go in my house and stuff.

Teacher: Right. Let's see the thumbs up or thumbs down if we agree with their moral, or sideways if you're not sure.

Student: I hate that girl!

Teacher: You hate the girl.

Student: [crosstalk 00:50:41].

Teacher: Very nice. Please stick yours in the keep, and do me a favor. Can you guys use magnets to stick them up there? Usually, we stick them on our board, on our white paper, but we'll use magnets. Stick it up there with the magnets, they're on the side.

Student: Wait, mines is not spelled right.

Teacher: Doesn't matter, we're not checking for spelling. We're checking for your ideas, and you had great ideas. All right, we're going to quickly put those up. Thank you, "student", they can grab them. All right, next group.

Student: A wolf had a bone stuck in his throat.

Teacher: Can't hear you.

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

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

Student: The moral that we came up with was be thankful for what you got, because [00:52:00] if you got your head taken off and still paid, you couldn't do anything with it.

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

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

Teacher: Very nice. Anybody ever been ungrateful?

Student: Yeah.

Class: Yeah.

Teacher: Your parents kind of scold you for that. Anybody every been ungrateful, and your parents said, "Well, since you're ungrateful, then you don't need it at all." Have you ever heard that one?

Class: Yes.

Teacher: My mom said that with me, lots of times. You what would happen? When you go to the grocery store, your parents ever say, "Don't you ask for anything!" Do they ever say that?

Student: Yeah, and then [crosstalk 00:52:49].

Teacher: Then you see [this 00:52:49], and you're asking and you're asking and you're asking, and you end up getting something severe in exchange.

Student: Actually, every time I ask my grandma that, she always get something because [crosstalk 00:53:00].

Teacher: Well, grandmas are different, grandmas are different.

Student: Well, my grandma [crosstalk 00:53:03].

Student: My grandma's like my mom, she doesn't let me get anything.

Student: She's like my mom.

Teacher: We're talking over each other, this is not our seminar rule. Okay, there we go. All right, do we agree with his? The crane kept his what?

Student: Head.

Teacher: Should he be happy, or not?

Class: Yes.

Teacher: Thumbs up, thumbs down if we agree. You guys are doing...

Student: Wait, could I [add 00:53:22]?

Teacher: If you disagree, or if you're not sure, I would like to hear why. "student"?

Student: Tell them, not me. I agree, but disagree at the same time because I'm not really sure. Your moral to the fable is really reasonable, but something that I was thinking of was your fable, was that the wolf should make reasonable promises to [00:54:00] the goose it was, right?

Teacher-2: The crane.

Teacher: The crane. It looks like "student" may have had a comment. Could you invite him, "student"?

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

Student: I'm the same as "student". You should make promises and not break them, because otherwise, she won't help you ever again. Or, the crane won't ever help you. You got to make promises that you can keep, rather than breaking them and saying, "Aww, 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 the crane should've just been able to do a solid for the wolf, because the wolf could easily one day help the crane. What if the wolf, one day, went like that to the crane? What if the crane needed help, and the wolf's like, "Where [is 00:55:11] my payment?" Just do a solid for some [inaudible 00:55:13].

Teacher: You're saying you should just be nice. You should just be kind to people, because. I've got a question for you. It was a wolf and a crane. Anybody have any idea why they would choose a wolf and crane? Why wouldn't they choose like a wolf a dog? Or a wolf and a bear, or a wolf and a lion? Why would this author choose a wolf and a crane?

Student: What's a crane?

Teacher: It's a type of bird. "student"?

Student: Because cranes have long necks, so they can reach...

Teacher: Hold on, wait. Let's listen.

Student: Because cranes have long necks, so they can reach their head into the wolf's neck to get the bone out.

Teacher: That's a good reason. What about food chain?

Class: Oh!

Teacher: Tell your neighbor. Why would they choose a wolf and a crane, based on the food chain [00:56:00]. Absolutely. Give me five, let's come back. "student" had a interesting explanation for why they would choose a wolf and a crane, and I'd like her to share it. If anybody would like to comment, please follow-up afterwards.

Student: Because they'd have a [lower 00:57:07] thing the food chain because a wolf could be a predator.

Teacher: To the what?

Class: Crane.

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

Student: No.

Student: No.

Student: Yes.

Student: Probably not, because I would get eaten.

Teacher: Tell your neighbor what you would do, tell them why. Okay, I got another one. Give me five. I heard different things. I heard people still saying yeah, you would just do it to be nice. I heard some people say no. What if it was you and a lion?

Class: No!

Teacher: Tell your neighbor [00:58:00]. Okay, give me five. This one, we actually had almost split down the middle. We have two different sides of this, two different perspectives. I think everybody's perspective sounded similar when I said you and a lion, though. Everybody's face was like, "Oh yeah, no. That lion's just going to have that bone in his throat." What I would like you to do is to stick your theme, stick it 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, because they're all super quiet. An ant went to the riverbank for the 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 climbed into 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 of them of this one.

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

Teacher: How do you know?

Student: Because the ant get back to the riverbank and not drown, and the ant helped the dove not get trapped and not get killed.

Teacher: Can anybody think of a rule that we ... You probably [01:00:00] heard this rule since you were in kindergarten, you probably heard it every single year. Don't scream it at me, don't tell me. Tell the person next to you, what were you [crosstalk 01:00:09]. Okay, 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 rule is it? The...

Class: Golden Rule.

Teacher: What is it?

Class: Treat everybody how you want to be treated.

Teacher: Very nice. Their moral was spot-on. Do we have any dissension, anybody who doesn't agree? All right, can you stick in on the keep side? Moving right along with "student", "student", and "student".

Student: Eww.

Teacher: You should've had your speaker before you came back here.

Student: A father had sons who were always quarreling. They would not listen when he told them about the danger of disagreement. This father decided to give his sons a partial lesson. He took a bundle of sticks and asked each son, in turn, to break 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 break these sticks easily. The father said, "Our family is like this bundle of sticks. While we are together, nothing can break us. When we are divided, our enemies [01:02:00] will break us as easily as these sticks."

Teacher: Okay, what's your moral?

Student: The moral of this story is when you break apart from your family, you always disagree. You 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'll always keep fighting and fighting and never stop. Father is teaching them a lesson about if they're together, they can't be broken, so they won't also disagree and always fight.

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

Class: Yes.

Teacher: How would this apply to bullying? Tell your neighbor. Together, would they be able to bully [crosstalk 01:03:48]? That's how we what? That's how we roll. [crosstalk 01:03:53]. When you practice this fable every day, [crosstalk 01:03:57]. Very nice [01:04:00]. Okay, give me five. Who can help me out with that, with that bullying? How does that fable relate to bullying, "student"? Then, can you invite "student" after, because he raised his hand?

Student: If you stick as one, and someone gets bullied in our class, and we're all around, no one will pick on them because we're [inaudible 01:04:25] one, and no one gets bullied.

Student: That's how we roll.

Teacher: That's what?

Class: That's how we roll.

Teacher: That's how we roll in I-21, 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 be to bullying. Once you started fighting, you would start disagreeing a lot. When you started fighting, you could really start to get mad with each other, start calling each other names, and pushing each other around because you just disagree, and it's all it led to.

Teacher: But together...

Student: You agree, and you don't fight.

Teacher: Very nice, we work together. Even though we're 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: What's the difference? How come in one case, you're fighting, and one case you're not? What's the difference. Tell your neighbor, don't tell me. What's that?

Student: Disagreements are part of life. If everyone always agrees, [crosstalk 01:05:38].

Teacher: So it's okay [01:06:00] to [crosstalk 01:06:01]? But, we know to disagree a certain way, what do we [crosstalk 01:06:03]? Right. Can you please share that when we come back?

Student: Yes.

Teacher: Thank you. Okay, give me five please. There's a difference between disagreeing and bullying. I'm going to start with "student" and "student" because I heard what they said. Feel free to respond to what they have to say. Go ahead.

Student: Disagreeing is part of life, but disagreeing is only good if you know how to disagree correctly. Don't disagree, like in a [battery 01:06:57], don't say, "I think you're wrong, just because of my thought." Just what you think. Disagreeing upon...

Teacher: How could you say it? "student" says it all the time, she says I...

Student: Disagree respectfully.

Teacher: I respectfully disagree, yes.

Student: Or, I disagree with your opinion ... I think it's a good thing, but I disagree with it because, and you could say blah blah blah.

Student: You're right, I respectfully disagree because I believe that there is respect in disagreement, but you don't have to say that you like the idea. You don't have to say, "Oh, that's good idea, but I also think", which is good. You don't have to like it, you just have to respectfully disagree. It doesn't have to be [crosstalk 01:07:59].

Teacher: There's a word I want you to say, let me hear the word [01:08:00] validate.

Class: Validate.

Teacher: Acknowledge.

Class: Acknowledge.

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

Student: Disagree is a part of life, because if we did [not 01:08:32] disagree, everyone would say the same thing. If you're talking to each other, you guys say the same thing, and it might be weird. If only one person says it, then 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. Do we have a thumbs up for that group? Okay, please [add 01:09:02] yours to the keep. Next group, we only have two more. Who's the speaker for you guys, [crosstalk 01:09:08]?

Student: Us? Okay, I'll read. One day, a donkey heard some grasshoppers chirping and loved the melody. The donkey wished he could sing the same way. He asked the grasshoppers what sort 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 was kind of funny to me, because the donkey was eating what? What was he eating, "student"?

Class: Dew.

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

Student: Be yourself [01:10:00], don't be someone who are you are not.

Student: You don't always have to be perfect.

Student: Just listen about your instincts and what you want to do.

Teacher: Say that, follow your what?

Student: Instincts. You can still [seem 01:10:18] good, it's just that it's not what they eat, it's for what you do. The grasshoppers, they just do that sound because. When they rub their legs, they make that sound. The donkey cannot make that sounds, he probably might huff or puff or something. He cannot make the sound, but still, he's a donkey. It doesn't matter if the grasshoppers sound good, or better than him. Just go what you think about yourself.

Student: [crosstalk 01:11:00]

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

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

Teacher: Very nice. Two clap snap on that, was very concise. Do we agree, disagree? What do we got? Thumbs up, thumbs down? Please add it to the keep, and our last group. Are you going to stand, [01:11:39]?

Student: Yes.

Teacher: Of course you are.

Student: Thank you, "student".

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 was about to kill him. The terrified mouse pleaded with the lion. He said, "If [01:12:00] 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 and gnawed through the ropes holding the lion captive. "You laughed at the idea that I could help you," said the mouse. "Now, you can say that even a mouse can help a lion sometimes."

Teacher: You read awful 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: Ahem. A lion woke up when a mouse ran over his face. The angry lion caught the mouse and was about 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 and gnawed through the ropes holding the lion captive. "You laughed at the idea that I could help you," said the mouse. "Now, you can say that even a mouse can help a lion sometimes."

Teacher: Okay, so what's you guys' theme?

Student: Our theme was...

Teacher: Tell them, you're looking at me.

Student: Not matter what size, you can always help. Our proof was it said directly in the text, "Now you can see that even a mouse can help a lion sometimes."

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

Student: In people, we could say...

Student: How about helping with "student"?

Teacher: Well, maybe not. Think back to The Bad Kangaroo one. With The Bad Kangaroo, who are we talking about? Kids and...

Class: Parents.

Teacher: Parents. In the case of, can you sit down for me now? I can't see the people. 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: We gave good to the Kenny McKindle kids.

Teacher: McKinney [Vento 01:13:59] kids, right [01:14:00]? What else did you do?

Student: We provided backpacks with [inaudible 01:14:06] inside of it for kids that don't have backpacks.

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

Student: The money that we raised for [Glow Dance 01:14:14], we used for the preschoolers.

Teacher: For their what?

Student: For their playground equipment.

Teacher: Right, and how old are you guys, right here, this class?

Student: 10.

Teacher: You guys are making these big changes. Does your size matter?

Student: No.

Teacher: Does your age matter?

Student: No.

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

Class: Your heart.

Teacher: Very nice. Give me a thumbs up, thumbs down if we agree with this one. Okay. We're going to put ... Yes, [you 01:14:42] cleaned the cabinets, too. We are going to now return to our seats, but not yet. "Teacher"'s 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 up with a template for you, and you're going to work on it. What kind of work does "Teacher" want?

Class: Amazing.

Teacher: What's that?

Class: Amazing.

Teacher: Amazing, and I expect what?

Class: No white spaces.

Teacher: No. 100...

Class: Percent effort.

Teacher: What's that?

Class: 100% effort.

Teacher: I can't hear you.

Class: 100% effort!

Teacher: That sounds much better. On this, it says "Write your own fable. Choose two characters, one setting, and one moral. Then, use the chart to plan your writing." We have some morals up there. You may choose any of those, or you may choose one that I gave you here. In just a second. I also gave some suggestions for characters. Did we notice a theme? What kind of characters were we reading about? They were all what?

Class: Animals.

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

Class: No.

Teacher: No, you may choose additional animals. Then, settings. I gave you some setting choices as well, but you can choose a different setting. This [01:16:00] basically will outline it for you. Now, we only have about seven minutes before recess, so 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 clipboard, please return to your seats, and take your chairs back to your seats. Once everyone has it, don't more. Freeze til everyone has it. Be careful with this table, because the microphone is there. "student", get off the table.

Student: Are we going to choose which one to have?

Teacher: You can. You can use one of those, or you can use one that's one the paper.

Student: No, I meant like ... Oh, never mind. We can't even do that.

Student: What? Oh.

Teacher: I was going to say, where is it on this side? I know I passed it both ways. I'll take the extras. Please return to our seats quickly, quietly, and correctly. Pick up your chairs and take them with you. Excuse me honey, honey bunny [01:18:00]. All right, should I hear any voices right now?

Class: No.

Teacher: Okay. I'll be right here. If you have any questions, you can ask me, or "Teacher-2". When the bells, I asked some of you to stay to help me get Chromebooks, so

whoever stays will get them. Make sure your name and date is at the top please, I know you guys love to forget that. No you, [inaudible 01:19:10]. [inaudible 01:19:17], what's your number? Does that have [inaudible 01:19:25]? [01:20:00][inaudible 01:20:01] a dog and a pig? Where's your [inaudible 01:20:10], is it in there? Can you [inaudible 01:20:13] say? Okay, [get started 01:20:23]. Your problem is that the dog ... Oh, so wait, the pig is [off 01:20:34] the ground. Where it says P, that's where you'd write that. That's the problem, and then you said the solution is that the dog is going to ... [inaudible 01:21:57] P, that's your problem [01:22:00], the rabbit is lost. [inaudible 01:22:07] did you circle it? It's going to help you when you're trying to write it. Boys and girls, remember fables don't have to be as long as The Bad Kangaroo. Remember, I gave you those little small pieces. Yes ma'am?

Student: [inaudible 01:22:22]?

Teacher: You absolutely can. Yes, we are actually. Are you going to bring them over? 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 are on your desk. "Teacher's" class is going to be bringing over Chromebooks, and those of you that will stay will help get them. You will continue working on your fable after lunch, we're going to do math when we get back from recess, okay? Guys, you see the morals on the board? I'm just going to move them over to the left, because I need to use the board for some math.

Student: Okay.

Teacher: You can [crosstalk 01:23:20] the board while we're waiting. You need to have your geometric tool, your math book, and your math notebook on your desk. I'm going to get this, thank you.

Student: "Teacher", remember our candy?

Teacher: I'll give it to you before you guys to go lunch. You know who can't do that [crosstalk 01:23:56][01:24:00].