

READING BUDDIES

Hart Elementary - Classroom Episode #4

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[T = Teacher; S = Student]

T/S: I am a smart and special person. I can do anything if I try. My promise: Each day I'll do my best. And I won't do any less. I'll color very carefully. My writing will be neat. And I simply won't be happy till my papers are complete. And I won't forget my promise to do my very best. Yes.

T: Let's see what the word of the day is. Cannot. I cannot jump out of an airplane. I cannot do that. Who has one? Sasha? You cannot write in cursive yet. Right? Because you're going to learn that next year. In fact, in second grade next year you all are going to start writing in cursive. Alicia?

S: I cannot jump off a roof.

T: No, I don't want you to. One more. One more. Caleb?

S: I cannot go back in time.

T: Excellent. Do you still have your papers? Do you remember? Eric, what letter did you all have? Hi, guys! Eric and Adam, you all are together. Latasha and Jaclyn. Jessica and Crystal. Ashley and Monique. Okay. Now you all all have your letter of the alphabet that we're going to work on, right? Okay. We're going to go through a process. We're going to brainstorm our words that we're going to use. We're going to plan it out on paper, draw it before we get to the computer. Because when you all get to the computer, because we have limited computers, I want you to be able to go over there and use your time wisely. We're hoping that by putting this alphabet book together, we'll have it on the computer and we want the rest of the school, especially the pre-K kids, kindergarten and first grade—we're really learning the alphabet and learning words. And we hope that they can use this book that we make off the computer. We want this to be used throughout the school. Yes, Jessica?

S: With the letter that we're using, do we talk about the school with it?

T: Exactly. All the letters have to do with Hart. Jessica and Crystal are going to work on the letter B. I'm going to give them paper, a sheet of paper, and they're just going to list down the paper all the words they can think of that start with B

33 that have to do with Hart and our school. Let's think. Brain. So if I write that
34 down, they would just write the word brain. Okay. What does that have to do
35 with our school? Who knows? Remember our hands, guys. Eric?

36 S: Because we need to think to read.

37 T: You need to think to read. And what do you use? You use your —?

38 S: Brain.

39 T: Any more? Is that the only word we can think of for this letter? Who else?
40 Cameron?

41 S: Banana.

42 T: Okay. Banana. Why banana?

43 S: Because it starts with a B.

44 T: Kelvin, can you think of another B word?

45 S: Boy.

46 T: Kevin, why boy?

47 S: Because there's a lot of boys at this school.

48 T: You better believe it. There's a lot of boys. I want you all to think of as many
49 things as you can. At least 10. Let's try to get 10 because we're going to choose
50 from these which ones we're going to draw. Robbie?

51 S: Breakfast.

52 T: Breakfast. Excellent. Okay. Why breakfast, Robbie?

53 S: You eat breakfast and that helps you think and makes you work harder.

54 T: Your word for B?

55 S: Ms. Benniger.

56 T: Why Ms. Benniger?

57 S: Because she's my teacher.

58 T: And it starts with a B. Excellent. Anybody else have another letter? Let's see.
59 Okay, Monique and Elizabeth have R. Okay, so let me see, if I change the sheet,
60 let's start brainstorming a list for R. They're going to get their paper and start
61 writing those words. Let's help them. Let's get them started. R. Who can think
62 of? Jacquelyn? What, sweetie?

63 S: Rabbit.

64 T: Okay. Adam would write down overhead. And, guys, don't worry about the
65 spelling. If you don't think you know how to spell that word, it's okay because
66 we're just writing a list. Kelvin?

67 S: Octagon.

68 T: Octagon. What's special about octagon. What does that have to do with our
69 school?

70 S: Whenever we learn about shapes at our school.

71 T: That's one of the shapes we learn. So do you all understand? I want you all to
72 go back to your seats and really think about Hart. And if you need to, guys,
73 look around the room. Pick one person to be the recorder. It might be better
74 for the fifth grader to be the recorder.

75 *[Students working and talking together]*

76 T: You all have done a great job brainstorming your list of words to do with the
77 alphabet. We're ready to go to the next part. When you're ready, raise your
78 hand and I'll come to you and then we'll decide together what are the three
79 words you're going to use in your alphabet page. And think of the three words
80 that you can best draw a picture of on the paper as well as on the computer.
81 When you get your paper, guys, this is what we're going to do. You're going to
82 fold it in half and fold it in half again. When you open it up, how many squares
83 are you going to have?

84 S: Four.

85 T: Four. Now we have three words. That leaves one square empty. What do you
86 think we're going to put in that last square?

87 S: Maybe write our name and write a short sentence about all the things we wrote.

88 T: Excellent idea. Okay, because we want to have some reading on there. So on
89 one of the squares, guys, you and your partner, you and your buddy, need to
90 come up with a sentence that uses all three words.

91 *[Students working and talking together]*

92 T: Did you guys decide on which words you're going to draw? Which ones?

93 S: We're going to do Ms. Valadez.

94 T: Okay. Why are you doing Ms. Valadez?

95 S: Because she's _____.

96 T: Okay, why are we doing Voyager Hall?
97 S: Because the hallway's _____. And we could make classrooms, like draw
98 gaps so the two classrooms meet together.
99 T: Which letter are you going to do first?
100 S: We're going to do—which one do you want to do?
101 S: M.
102 T: M. Okay. So which words do you think you can draw the best?
103 S: Map.
104 T: Map? Why map?
105 S: Because some people don't really notice we're Hart Elementary is.
106 T: Okay.
107 S: So we drew a map.
108 T: Why is music important, Jacqueline?
109 S: Because we've got music at school.
110 T: We sure do.
111 *[Students working and talking together]*
112 T: Some of you all are ready to go to the computer. I want as much drawing as
113 possible using the pencil tool, actually using the shape tools, changing colors. I
114 want you all to do that using Kid Pics. Monique and Elizabeth, why don't you all
115 go to the first computer? Clanisha and Bridget, why don't you go to the second
116 computer? Adam and Eric, that third computer. Remember, let the first graders
117 have some of the controls. They can do those. And you spell it out.
118 *[Students working and talking together]*
119 T: We're going to look at the final products. Ms. Benniger and I took all your
120 pictures that you made and we made it into a book. We're going to try to put it
121 on the computer for everybody in the school to use. So they're going to be
122 looking at your work. What does it say right here?
123 S: By Ms. Benniger and Ms. _____ Reading Buddies.
124 T: Now see the little button? I'm going to punch it and we're going to go into. This
125 is kind of like a Table of Contents page. It's got all the letters on there. ABCs of
126 Hart Elementary menu. And it says click on the letter you want to see and read.

127 Let's go to the letter V. Kelvin and Caleb, can you all get up there? Oh, look at
128 Ms. Valadez.

129 S: At Hart Elementary we have the best hall called Voyager Hall. A vice-principal
130 named Ms. Valadez, a vice-president of student council.

131 T: Isn't that good, guys? What do you like about this? The doors. It's showing
132 Voyager Hall. Whose room is that? How about Ms. Valadez?

133 S: Her hair.

134 T: Jessica?

135 S: The lines that they used to part it.

136 T: That was clever. Do you remember what tool you used on Kid Pics to do that?
137 The pencil tool.

138 S: At Hart Elementary _____.

139 T: Kelvin?

140 S: They made the hair look good.

141 T: Yeah, I like the way they did hair, too.

142 S: That little paintbrush and it has little circles. And you just pick the color.

143 T: Oh, how cool!

144 S: I like the way they drew the ruler.

145 T: They did do a good job on the ruler, didn't they?

146 S: At Hart Elementary you will see _____.

147 T: Did they do a good job, guys? Look at the chalkboard. You all see the writing
148 on the chalkboard? And our cubbies where we put things. Good job!

149 S: At Hart Elementary the kids play kickball and they have a great librarian named
150 Ms. Kennedy-Smith.

151 T: Excellent! How did you all do those drawings? Those are wonderful.

152 S: I drew the girl.

153 S: Most of them we used the line tool.

154 T: The line tool? The pencil tool?

155 S: Yeah. And the painting. We colored in the head. And we used the line that we
156 draw, it comes out to different colors for the outline of that dress.

157 T: Another letter?

158 S: The words that begin with the letter L.

159 S: At Hart we learn, we go to the lunchroom to eat, and we go to the library.
160 T: Excellent! Does anybody want to share what they like about this picture that
161 Terrence and Robbie did? Okay, Clanisha?
162 S: The one with the teacher.
163 T: Why do you like the one with the teacher?
164 S: Because they got the chalkboard.
165 S: Lunch.
166 T: Why do you like the lunch?
167 S: Because all the coloring is good.
168 T: Robbie and Terrence, can I ask you all a question? What is that a picture about
169 lunch?
170 S: It's like the table and _____.
171 S: Do you like the library?
172 T: I love the library. Why are there all those colors?
173 S: Those are the books.
174 T: We're done with our project. Isn't it great?
175 S: Yes.
176 T: First graders, we need to say thank you to our fifth-grade buddies for helping
177 with this.
178 S: Thank you.
179 S: You're welcome.
180 S: Thank you for helping.
181 T: Does anybody want to share what they really liked about working together?
182 S: Robbie.
183 T: What about Robbie? Is he a good partner to work with?
184 S: Yeah.
185 T: Why?
186 S: Because he likes to do stuff with me and we have something in common, some
187 stuff in common that we like to do together.
188 T: What's one thing that you all have in common that you like? You like to draw?
189 You all are awesome drawers.
190 S: Monique's fun to work with.

191 T: How is she fun to work with?
192 S: She listened to me, she helped me. She didn't just sit there and watch me do it.
193 T: Can any first grader tell me something they learned new on the computer that
194 their fifth-grade buddy taught them?
195 S: Learned how to spell.
196 S: He taught me how to write, save it under my name.
197 S: From looking at that picture, he taught me how to draw what he draw.
198 S: One thing I liked about my buddy was that I remember in first grade, some of
199 the same stories that I didn't like to read back then, I like to read now. And
200 earlier today Jacqueline was going to read a story I wanted to read because _____
201 _____. She said no, no, no. So then we ended up reading it and she ended up
202 liking it.
203 T: Well, great.
204 S: At the beginning of the year I only knew like two people. And now that I've
205 been here for as many times as I have, I know almost everybody in here.
206 T: Isn't it nice? This has been a really neat project, hasn't it?
207 S: Yes.
208 T: Working together.
209 S: At Hart Elementary the first and fifth graders work together as friends. *[End of*
210 *tape]*
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