Example Scripts

# **Kindergarten Reading**

Teacher is at the front of the room by a pocket chart students are sitting on the floor in front of the teacher, today we’re going to continue to work on our sounds, points to board, where objective is written in words and pictures we have been working on the sound that c makes, everyone tell me what does sound does c make (holds up letter card) 16/18 students respond, great all of you have just told me the correct sound of c which is /c/

I’m going to show you a picture card and I want you to look at the picture on the card then listen

as I say the word that describes the picture if the word begins with the /c/ sound you will

signal with your thumb pointing up if it has a different sound you will signal with your thumb in

o.k. here we go we’ll do several together listen *car* /c/ *car* /c/ does *car*  begin with a /c/ sound

 yes it does*,* so I put my thumb up, show me your thumb and say the sound of c

18/18 respond here’s another one *can* does *can* begin with the /c/ soundyes it does so I put my

thumb up, show me your thumb and say the sound (17/18 respond) let’s try another one *bag* does

*bag* begin with the /c/ sound no it doesn’t so I put my thumb in, show me your thumb in

(17/18 respond) o.k let’s do one more together cot does cot begin with the /c/ sound yes it does

so I put my thumb up and say /c/ show me your thumb and say /c/ (17/18) respond

**First Grade Reading 1**

Teacher in chair at front of room, students sitting on floor in front of teacher, big book beside teacher book is from core reading program.

Today we are going to be working on how things are alike and different, teacher points to board where under comprehension, it says I can tell how things are alike and different.”

Look up here I’m going to show you some pictures of things and then we’ll talk about

how they are alike and different.

Teacher reads first page and points to a picture shows big city and small town

Bobby, how are these two pictures alike or the same “no response”

o.k. I’ll get back to you, think about it for a minute

Diego how are these two pictures alike or the same “cars” yes they both have cars how are they

different “no response”

Do you see this city has more cars because it is a big city like we live in, and this city has few cars because it is a smaller city no response from class

Teacher turns the page and reads and points to the next picture

**First Grade Reading 2**

Teacher is sitting in chair at front of room, students are on the carpet in front of chair, o.k. everyone listen & eyes up here today, I am going to read our big book & first we are going to do some predicting and then you are going to listen how I read with expression, (points to objective on small white board)T opens big book I’m going to read the title of this book the title is I am Six, the author is Ann Morris, the photographer is Nancy Sheehan, if I’m going to read about six year olds then I might think, what are some things six year olds like to do, John “ride bikes” yes, ride bikes, Mary, “play with Barbies” Lupita “watch TV” those are all good answers, now I have some things in my mind before I start to read I’m thinking about things six years olds do, kids your age. . . I want you all to listen as I read the story, but before I begin we have a strategy focus question and it says, The children in this story are six years old what do you think they do at school? Well, let me do a talk aloud about that, hmmm, this is not just what six years old do, but what do they do at school I think they probably learn to read and write in school that’s what we do, so I predict that is what I’ll read about in the book let’s read and see if they are reading and writing. (sit up straight, criss/cross applesauce, Bobby, keep your hands to yourself, Mary sit up, Cam, stop playing with your shoe) Now that we made a prediction, that the kids in the story will be reading and writing at school, listen as I read, and see if our prediction is true T. reads 2 pages, T asks: What are the children doing,

Cindy, “sitting in a circle ” Jerry, “ reading a book to a friend” yes, do you do any of those things

while you are in school, “yes” 5/20 o.k. let’s read some more, but before we do I see several people not sitting criss/cross applesauce and we need to all be sitting on our

bottoms you can’t be good listeners is you are not sitting quietly and looking at the book

Third Grade Reading

Teacher is walking around the room listening to students who are partner reading a previously read story from the core reading book, teacher drops to listen to students read, T. responds to students: the word is amazement, listen, amazement, now you say it 3 times yes, that’s right, the second syllable is stressed/ you are really reading with a lot of expression, I can feel the girls excitement/ go back and read that line again, as I run my finger under the sentence because you are reading word by word instead of chunking like we practiced (24/24 students are reading) timer rings after 3 minutes, alright, stop, and write in reading logs the page number, and one thing that you remember about the story, I’ll give you one minute, 24/24 write

o.k. partner A return materials to the tubs, partner B return chairs, you have 1 minute (students transition to desks) o.k. Today we are going to continue to work with our vocabulary words by reading them in context, remember context is words around our vocabulary words like in a story (pts. to words on board, and also to objective) first we’re going to review our vocabulary words from yesterday by whisper reading to a partner 20/24 read thank you, listen as I remind you of our student friendly definitions, and when I say the definition, you show the signal 20/24 show signals for words now look at the overhead, I want you to chorally read this story, and when you read/see the vocabulary in context, that means within the story, I want you to stand up and do the signal for that word, watch me it is my turn first, then it will be your turn The man was astonished at the sight of the giant peach (stood up did gesture for astonished) Now let’s keep reading the story together, and do the next vocabulary word together, s. chorally read the story, 21/24 reading, T sit in a chair, at the side of the room 24/24 student stand when T stands and show signal for gigantic, 22/24 students continue to read, 20/24 stand and show signal for pace

Fifth Grade Science

Ladies and Gentlemen look back at your notes from yesterday, on the chapter “Life on Earth”. We have been talking about the importance of photosynthesis and how organisms require it for survival. Based on your notes, underline the important factors that support life on Earth. (T Looks and walks about) All students underline

Ladies and Gentlemen I saw most of you underline the important factors that support life on Earth. You are right, in order to support life on earth, photosynthesis needs to occur to support life between organisms, and that all organisms are connected. We are going to continue to talk about life on earth, read today’s objectives out loud, T points to obj. written on board: Explain vocabulary words, identify the functions for an ecosystem, and different types of ecosystems that support life on earth. The words we will use today are ecosystem and environment

Using window notes, please label the following boxes: definition, examples, sentence, picture. I am going to share with you what is an ecosystem, listen/and read as I write: (writes on a OH) an ecosystem is any living or non-living thing living in a particular place, how they interact with each other and with the local environment (28/28 students write in window notes) two students off task, Teacher stands by students, students begin to write again

Ladies and Gentlemen repeat after me, “ecosystem”. 26/28 chorally respond Now, write the definition in box one”. (T looks and walks about). here are examples (displays pictures on board) of ecosystems: lakes, forest, and the desert. (Teacher continues to fill out the rest of window notes except for the non-linguistic representation).

Now that we know about an ecosystem, in your groups, I want you to generate a non-linguistic representation of what is an ecosystem. You may use your notes. 28/28 participate

T (looks and walks about as s practice with the word)

Ladies and Gentlemen turn to your partners, and use the word, ecosystem in a sentence. .. start by saying I know a desert is an ecosystem because (partner a goes first, then partner b) T (looks and walks about) T bends down to a student and says, “Mary the word is ecosystem, please say ecosystem, (Mary responds) now continue to share your sentence using ecosystem (T continues to look and walk about)

Freshman PE

Object on board = TSW define key vocabulary of aerobic endurance/ find maximum and minimum heart rate. Everyone find your heart rate while sitting on the floor and write that on your paper. Remember to use the procedure for checking your heart rate that we learned last time (All students check heart rate)

OK everyone stand up. We’re going to do jumping jacks for 1 minute. OK go (teacher seats the pace). As we are doing this, think about your heart, your muscles, and your breathing. All students do jumping jacks

OK stop. Check your heart rate, and write that on your paper. What did you notice about your breathing? (Teacher roams around room.) all students respond “It increased”

OK, so it increased. How about your heart rate? All students respond “It got faster.”

So, it got faster. Now feel your muscles. All students feel muscles. We’re going to define aerobic endurance. Find component 4 on the back of your worksheets. Write this down: aerobic endurance (teacher points to whiteboard). We know aerobic means with oxygen or using oxygen, write that down, endurance means ability to withstand or keep going so aerobic endurance means the ability to keep going or withstanding a type of exercise that makes your body use a lot of oxygen and the faster you use oxygen, the faster your heart pumps draw a picture that illustrates that term on your paper T monitors while all students draw

With your partner, I want you to identify 4 aerobic activities that will help aerobic endurance. (all students get with partner and discuss)

OK, stop. What did you come up with? This group first. Everyone listen, and if you have this same activity check it off, if you don’t add it to your list Students respond “swimming, running, and soccer.” OK, Swimming, running, and soccer. How many had those? Another one, this group (teacher points). Taebo.

That’s a good one. Tell us what that is. Everyone listen, and be ready to talk with your partner if you’ve ever heard of Taebo. One student explains, “It’s an exercise that combines parts of boxing, dancing, and tae kwon do.” OK, good job

Michelle asks, “Ms. Smith, you didn’t say anything about why it is good to do these activities.”

Michelle brought up a good point. She said, “You didn’t say anything about why it is good to do these activities.” So with your partner, think about and discuss why it is good to do these activities. Come up with 2 reasons with your partner. Go. (Teacher roams and listens.) All students discuss All right, let’s share what you were talking about with your partner with the whole group, I’ll call on one student to share, you will listen, and tell me if you agree or disagree with the answer

Give me one reason, this group (teacher points). Everyone listen, and be ready to show you agree or disagree. One student “it helps prevent injury by strengthening muscles.” All students agree, Another student says, “It reduces body fat.” All students agree, OK, it helps prevent injury by strengthening muscles, and reduces body fat . Excellent answers

So, if body fat is going down, muscle mass should be going up.

Kenda? “It promotes a healthy heart.” All agree, o.k. good. It promotes a healthy heart. Very good.

Sophomore English

Today we are going to continue to read the novel, Something Wicked this Way Comes by Bradbury for your ticket out the door today you will be writing a short paragraph comparing the 2 characters Will and Jim

Everyone take out a piece of paper and make a t-chart, like this (wrote on board) write in Jim and Will, and as we are reading today any time we find out anything about these 2 characters we will stop and discuss what we read, and put the information on the t-chart (students take out paper and draw t-chart, 5 students do not have paper)

o.k. who would like to begin reading, Tony, o.k. begin and we will do popcorn reading, so you can stop whenever you want and call on someone to read Tony reads

o.k. stop for a minute, what is Will doing? Tony responds “He’s depressed.”

Why is he depressed? Tony responds, “He is remembering his childhood, and thinks how fast it went.” (8 students off task, laying down, putting on make up, writing a note)

Good let’s keep reading, pick someone else

Tony picks Sally, Sally read

o.k. now we have Jim. . what do we find out about Jim, one student responds, “He’s a drunk.” yes he has a drinking problem another student responds, “I think he is depressed too.”

Why do you think he’s depressed, one student responds, “because most people drink to forget.”

Oh that’s an interesting comment

O.k. let’s continue to read, Sally pick someone else o.k. Betty read

Betty stop for a minute. . . why do you think Jim seems afraid in this part of the chapter? No response from the class

Anyone want to take a guess Tony responds, “Because the wind seems strange and it is dark before it is time.”

o.k. thanks Tony, let’s continue Betty keep reading

That was great reading Betty, o.k. now this is a short chapter, Betty pick someone to finish up the chapter. O.K. Sam (nine students off task, 3 students laying down eyes closed)

What else do we find out about Will, Sam just read it to you no response from class

Courtney, what do you think, Courtney responds, “I don’t know I don’t even have any paper. I forgot to bring some.” Bobby, can you give Courtney some paper

Now anyone know what we just found out about Will Tony responds, “He thinks he is a failure because he had all these dreams when he was young, and he hasn’t been able to do any of them.”

That is a great comment Tony, you will find as we go on that the carnival that is coming to town, will tempt him in a very interesting way

O.k. its now time to write your short paragraph (2/25 students begin to write)

Freshman Math

Today obj: We will determine the domain, range & function of graph to solve problems.(posted on board) On desk - ½ sheet of paper - 3 mins to do 3 problems.

T walks around all students writing

Cont to walk

Okay turn to your neighbor - compare your answers to those three problems – 1 min. (all students share with partner)

Alright in front of you have on of the ABCDE cards, I want you to hold it up so that the correct letter points to me at the top for each answer you had initially okay

Problem #1 - okay, alright good. - #2 – very good #3 – yes excellent (all show cards)

Solutions up here on overhead - compare your to the correct answers - included work to explain them. #1 easy for most of you. #2 was simply subtraction - #3 a great strategy for the standardize testing , its draw on the diagram they give you. Great strategy for SAT ACT

Get out piece of papers please, put everything else away except pen or pencil whatever you will be taking your notes with.

Write on top of page: Analysis Function & Graphs September 18th Assignment 21 pages 188 - 189 problems 1 thru 16. Start with voc the relations, domain, range, functions (voc on board) T pt to word, relations – 30 sec to tell what a relation is – write complete sent – start A relation is…. T walks looks at first row of students’ paper – good – almost correct (all write, and share)

Now read your sentence to neighbor

In notes write a relation is a set of ordered pairs.

Turn to neighbor and repeat that sentence - Here is relation – 1st initial and 1st # of id for 4 students in room – copy in notes C6 - A2 - D5 – R1 – Now write domain - The domain of a relation is the set of first coordinates which are the x typically of the order pairs - Look, I circled the domains in our ordered pairs (C, A, D, R circled in ex) – circle them in notes (all circle)

Let’s do range – you know this turn to neighbor and determine the range of pairs – 30 sec – Jerry what is the range – everyone write what Jerry said because he is exactly correct the range is the set of second coordinates of a relation – he said 6,2,5,1 – write in notes and add definition – T repeats definition and adds it is the y

High School World History

On board: Bell work: define fresco Vatican, figure painting

Obj: Identify major artists of the Renaissance and tell major accomplishments

Get started on bell work, you have about 3 minutes

T. takes roll, then monitors

S. enters class, Gary you are tardy, get started on bell work

T. corrects roll

o.k. who can tell me what does fresco mean “type of painting on dry or wet plaster” one student answers correct, who can tell me what is the Vatican “place in Rome, where Catholic Church is, has lots of paintings and sculptures” one student answers o.k. good job

last one, what is figure painting, Sandy “ I didn’t get it” o.k. Bobby

“an artist who paints a person” one student answers yes, o.k. today I’m going to put you in

groups and we are going to review the major artists of the Renaissance and

write about their major accomplishments or works of art (T. points to objective on board) write this objective on your bell work, remember this is review, we’ve already talked about these artists yesterday, we are going to go into more detail today because they are examples of what the Renaissance was all about

Let’s get into groups, number off 1,2,3, 4, 5 remember your number

All 1’s over here, 2’s over here . . .

While I pass out information on artists, number off in your group,

1,2,3, ones will be the reader, twos will be the recorder, you will record 3 important things about the artist on the large chart paper, threes you will write 3 test questions about the 3 important things that the artist has done

This is due at the end of the period, and we will have a quiz about these

artists tomorrow after each group presents to the class. I will let you know tomorrow who will be presenting to the class so everyone has to be ready

Also I will create your quiz based on your test questions, again, remember you have written quiz questions before, so this is nothing new to you

Everyone get started (3 students lay down, 2 students not talking about the topic)

T. monitors, s. teacher hears s. say celestial incorrectly, T. pronounces word, makes s. pronounce

T. continues to monitor

T. continues to monitor, asking students in a group, can you hear him, s. responds no, read louder so all the people in your group can hear

T. talking to individual groups: What was Michelangelo’s most famous

work., don’t you think you should have a question about that

4 students writing on chart paper, 10 students sit and talk about other topics

That group in front, I don’t see anything on your chart paper, remember you

 only have until the end of the hour to get your information and questions done so get busy

High School Theater

Teacher standing by sign in sheet, greeting students

bell rings, teacher takes attendance sheet and goes into office to complete attendance

 Good morning ladies and gentlemen, let the adventure begin, I’m truly thankful and grateful that you are here today we don’t have a lot of time in circle today, as we need to get into rehearsal so you can figure out where you are at on developing your characters for your performance on Monday (22 students sit in circle in chairs)

so, who’d like to begin

One student asks, “What about the Nutcracker auditions?” The Nutcracker auditions will begin on Mon after school, you will not have to wait around to audition, everyone will have an appointment, and it is a private audition. I would encourage you to audition.

You can get points for not only being in the play but also doing any of the preparation and backstage work so I hope to see all of you to be there on Monday, thank you for asking that question, I appreciate you bringing this to everyone’s attention, what are some other thoughts (5 students slouch in seats, look at the floor, playing with pencil, 2 students lay back in seat and close eyes)

One student asks, “What about our test?” I appreciate you reminding me about the test. The test is due tomorrow, remember this is a take home test, you can use your book and look up the answers. . ..what other things would you like to reflect upon or is in

your heart that you need to share One student shares, “When we’re preparing for our characters, we need to keep our audience in mind.”

Outstanding, that’s right, as you are preparing to perform on Monday, please remember don’t turn your back to the audience, you want to have the audience looking at you. . remember you are not talking you are acting (demonstrated using an example from one of the play excerpts) you want the audience to see and watch your emotions, when you turn your back the audience looses this opportunity and they can’t connect with you

One student asks, “How do you help the audience to understand your character?”

You help the audience understand your character by showing them how the character talks, how they use their body to show what they are thinking and meaning, how they use their facial expressions to also show what is deep inside

For example, this room is painted completely in black, and it is dark in here, as an actor portraying a character, you have to think about what effect might that have on your character, how would they feel, what emotions would this trigger, would the color bother them, if so, then you need to show that as you portray your character. Remember you don’t want to feel awkward, you are performing, you are that character, you become that character (two students talking)

Ladies you need to listen this is significant

You need to make choices as you character would, and show that you

really understand your character, remember I will be asking you two questions, and you will be responding as the character would, now let’s break into our small groups, and start working on your character (students get into pairs, and begin to discuss character)

Teacher walks from group to group looking and listening to students as they prepare for the performance