General classroom chatter, nothing meaningful to transcribe 0.01 – 8.24

Researcher 8.21

Right Birch class let’s see if you remember. So, pencils down…looking at the board, everybody looking at the board. Pencils down, so [child’s name removed], what is the first thing we have to do? A chart and what do we do? We have a place carding chart here. What do we do [child’s name removed]?

Participant 9.05

We draw the number 343 but into [inaudible]

Researcher 9.09

Then what do we do [child’s name removed]

Participant 9.12

We minus from the one column

Researcher 9.14

So, we are minusing from the one’s column, we are starting with the one’s column first. Excellent. So, what do we do? So, we are going to start with our one’s column. Can we subtract 6 one’s from 3 one’s.

Group maths lesson nothing meaningful to transcribe 9.16 – 50.17

Recording appears to skip from maths lesson to a different lesson which is midway through at 50.00

Researcher 50.20

I added more things here; although he was cheeky and sneaky, he was also helpful because he made all the young children’s dreams come [recording skips]…bravely he fought the scary shadow serpent who had turned the young boys dream into nightmare. I was going to add more but I didn’t have enough time, OK. [recording skips] So think about, so think about using a [recording skips]. Right where are you, read what you have written please?

Participant 51.54

The dream giver is kind, nice helpful and brave. The dream giver likes to make people happy.

Researcher 52.06

So, you have written actually just a sentence for each of the things that I have said, remember I said not a sentence, I want a paragraph. A paragraph actually is a few sentences within the paragraph remember. So, you might want to add to the appearance OK? So, you have spoken about a creature flew in…what is that word?

Participant 52.33

Adoption centre

Researcher 52.33

In an adoption centre with a cloth on his body and wears or wearing spy goggles OK?

You have to have patience, there are 30 of you and only one of me; you’re going to have to have a little patience. I am coming around to everybody ok…wearing goggles, round spy goggles. I am coming around to check your work so please if you have started get going, don’t stop. Now you have written about what he is wearing, think about the shape of his legs, think about the shape of his feet, OK? His head, his wings; there’s so many things to talk about. So, start from here.

Researcher 55.10

That’s a good one, what else can you write about his appearance? What was he wearing? What was he carrying with him?

Participant 55.22

He was carrying a dagger, a notebook

Researcher 55.24

A staff. A notebook, he doesn’t have a notebook, oh yeah, he did, didn’t he? Oh well done, well thought of. Well remembered. Talk about his shorts, talk about what he’s carrying in his hands [inaudible]. [recording skips]

General classroom chatter. Nothing meaningful to transcribe 55.30 – 1:00:50

Researcher 1:00:53

In these two sentences you have started with ‘he is, he is and then because’, OK? Can you think of rewriting one of those sentences but start with an opener for example?

General classroom chatter. Nothing meaningful to transcribe 1:00:53 – 1:08:23

Researcher 1:08:23

Right Birch class, there is a lot of chat going on. I want you to have a look, if you have finished, I would like you to share your work with your partner and show them what you have written, OK? Please don’t do a lot of talking.

General classroom chatter. Nothing meaningful to transcribe 1:08:24 – 1:17:21

Researcher 1:17:22

I am not marking anymore books. If you have finished just bring and put it over here. [child’s name removed], can you do me a favour actually? Instead of you going many times up and down…bring as many scrap paper as you can and those children who have finished, put your hand up and [child’s name removed] will give you a sheet and then you can draw a picture of the dream giver.

General classroom chatter. Nothing meaningful to transcribe 1:17:24 – 1:22:25

Researcher 1:22:26

Right Birch class let see if you are ready to listen. If you have finished and have put your books here, I want you to start tidying up your table. There are sheets of paper or things…put it in the bin, you don’t need them. You don’t need it, all in the bin, you don’t need anything. Put everything in the bin you don’t need. I don’t want to see any pieces of paper lurking about on your desk.

Class clearing away. Nothing meaningful to transcribe 1:22:30 – 1:29:58

Video presentation to class 1:30:20 – 1:33:50

Participant 1:33:52

It was a nightmare.

Researcher 1:33:52

Was it a nightmare or dream?

Participants 1:33:54

Nightmare

Researcher 1:33:57

Why was it a nightmare? Because of the B, B?

Participants 1:34:06

The dragon, the serpent

Researcher 1:34:07

The beast, the monster

Researcher 1:34:15

So, do you want to talk about the book, what you have watched? Off you go, talk partners.

Class discussing the clip 1:34:15 – 1:36:18

Researcher 1:36:22

Tell me one thing you liked about the video, the film? [child’s name removed] [inaudible]

Participant 1:36:37

I liked it when the space pirates came…when the dream was in the space dream because I like space

Researcher 1:37:16

There’s a nice story behind it all. Anyway, so it is time for lunch, and I am going to expect you to be very sensible when you go down. Line up sensibly. Chairs properly.

[End of transcription]