16.04.2019 (Duration of Session 2) (14:16 min)

SA-G1-Ses 2 (School A - Group 1 - Session 2)

There are different twigs of fruit trees on the desk, namely of apple and pear in bloom (blossom)…

Topic: Getting acquainted with plants in the environment; fruit trees - apple and pear: recognition based on their appearance and leaves: Research task: To analyse leaves (their structure, appearance, similarities and differences; to draw conclusions.

HLA (girl): “This is an apple and this is a pear... because in the picture...,” she stops (she takes the twigs and shows them to the group) “Now I’ll see... Let me check.” (gets up quickly from her chair and goes to the teacher). Pupil MLA (boy) goes after her carrying another twig.

In the meantime, MLA (girl) and LLA (girl) express disapproval whispering to each other. “How again?” (pupil of MLA (girl) says with an expression of anger on her face and hits the desk with her hand).

MLA (girl): “Look, again… Look... They’ve taken leaves.” (addresses pupil LLA (girl) pointing with both her hands to the places where HLA (girl) and MLA (boy) are sitting) (0:26) and continues, “Now we’ll tell.” (crosses her hands, puts them on the desk and looks in the direction where the pupils went)

The pupils return and sit at the desk saying excitedly - HLA (girl), “This is a pear” and MLA (boy), “This is an apple.”

At that point, MLA (girl) angrily says (with her palms turned towards the desk surface she hits it with her both palms): “Haven’t I told you? Why the leaves are with you? Why can’t something be with N and myself sometimes?” (referring to pupil LLA (girl)) (0:43)

At the same time HLA (girl) puts the paper that was in front of her in front of MLA (girl) who posed a question, and also puts the paper that was in front of MLA (boy) in front of LLA (girl) addressing her: “N (LLA (girl)) you and T (MLA (girl)) will write.”

MLA (boy) adds: “But be neat,” and HLA (girl) repeats: “Be as neat as you can.” (At that point she turns to MLA (boy) and, getting into his face, says: “She has to be a boss.” (01:04)

While taking a pencil from a pencil box, MLA (girl) looks up and sees that HLA (girl) has said something quietly: “In my group I was always the one to write.”

There is a short pause and HLA (girl) comments: “Because no one in your group has ever written anything.” (As she says this, she turns her head slowly.)

MLA (girl): “It’s not because of that, but because they’ve said I write the best in the group.”

HLA (girl) looks directly at her face and then at the notebook: “Let me see” (she submissively addresses her)

MLA (girl): “What to write? I’ll do it in the notebook. (She opens her notebook) It’s only that my pencil is not sharpened.”

LLA (girl): “Here’s a ballpoint pen…” (she gives the ballpoint pen to MLA (girl) “…but don’t press it too hard.”

MLA (girl) takes the ballpoint pen saying, “Where’s a pencil for you?” (points to the place in front of her?) “This is not a ballpoint pen but a mechanical pencil.”

LLA (girl): “I’ll use an ordinary pencil” (and warns again while looking at her writing in the notebook): “Don’t press it.”

MLA (girl) writes and angrily raises her head, leaving the pen: “I can’t do it with this thing of yours, take this...” (Takes an ordinary pencil looking at HLA (girl)): “In what letters?

MLA (boy) answers: “Well, in block letters” (there is a short break while MLA (girl) writes)… “Come on… I can also do it when writing for five hours… Do it a little faster.”

HLA (girl) just watches as she writes and at a certain point says: “I… okay…” (shows her to shut the notebook and put the sheet of paper in front of her)

LLA (girl) asks: “In what script we should write, Latin or Cyrillic?”

HLA (girl): “In block letters” (HLA (girl) continues pointing at MLA (girl): “You write ‘answers’.”

MLA (girl): “And the title?” (HLA (girl) and MLA (boy) say in the same voice pointing in the paper where they will write): “Well, the title is ‘Answers’.”

LLA (girl): “And what will I write?” (she asks quietly and no one has heard the question, and at that moment the teacher addresses pupils)

Teacher: “You can also finish verbally. You do not have to write everything, give very short answers. What is important to me is that you can distinguish apple and pear leaves...” (all pupils stop working and raise up their hands (open palm - “five”)).

Following the teacher’s address, HLA (girl) turns to LLA (girl) and shows her where on the sheet of paper she will write: “The questions… in the upper part.” (2:3)

(Excerpt 9)

1 Teacher: “You’ve got five minutes.”

2HLA (girl) (frowns and looks at MLAg): “Hurry up!”

3 MLA (girl): “Heeere, give it over here.” (She takes the paper from HLA (girl) and puts it in front of herself again) (02:43)

4 HLA (girl) angrily: “And why are you sharpening your pencil now?”

5 HLA (girl) reads the questions: “Descriptions of the branches of the obtained apple and pear... branch...

6 HLA (girl) addresses MLA (girl): “We’ll never finish this.” (03:10).

7 MLA (girl) repeats: “The pear branch...”

8 HLA (girl): (…) the pear branch…” (slowly dictates to MLA (girl)) and at one point leans over the sheet of paper on which pupil of MLA (girl) writes and puts the palm of her hand on her forehead looking at pupils MLA (boy),

9 HLA (girl): “The pear branch…”

10 HLA (girl): “Look how ugly you are writing… Oooh, my God!” (with a disapproving expression on her face and showing with her hand on her sheet of paper and putting the palm of her hand on her forehead again) (03:16)

MLA (boy) adds: “Look how letter K turned out to be small.” (03:20)

MLA (girl) angrily pushes the paper away from her and in front of HLA (girl): “Okay. You write.”

HLA (girl) returns the sheet of paper with a smile: “I don’t want to. You do it.”

MLA (girl) returns the paper even angrier: “I don’t want to. You do the writing.”

HLA girl takes the sheet of paper and the pencil and starts writing, and MLA (boy) adds: “Please raise that letter ‘k’... It kills me.”

HLA (girl) takes an eraser and erases what was written and addresses pupil MLA (girl) occasionally looking at her: “T, we don’t want to discourage you. You have to be faster and you’re slow.”

MLA (girl) doesn’t comment anything but her facial expression says something is wrong and she looks at MLA (boy) HLA (girl) in turns.

MLA (boy) repeats while looking at HLA (girl) and while the two of them are looking at each other in the eye: “We don’t want to…” (03:35)

At that moment, the teacher approaches the group and asks: “Is everything all right?” (03:47)

MLA boy speaks while looking in front of himself: “No.” HLA (girl) answers quickly: “Yes.”

Teacher: “Why?” (She first heard the answer ‘no’.)

MLA (boy) answers again looking at the teacher and smiling: “Yes, yes.”

HLA (girl) looks at the teacher: “Yes, everything is fine.” MLA (girl) is quiet and looks at the paper of pupil LLA (girl).

The teacher asks smiling, directing her gaze towards LLA (girl): “Are you managing?”

MLA (boy) says quickly and briefly, almost imperceptibly: “No.”

MLA (girl) quietly says in front of herself with her head down: “Yes.” (nods her head)

At the same time HLA (girl) and MLA (boy) say: “Yes teachers,” pointing at LLA (girl), and HLA (girl) continues: “N (LLA) is writing questions and T (MLA (girl)) and D. (MLA (boy)) tell me answers.”

Covering his face with his palms, MLA (boy) says: “Well, I want to say ‘yes’, and I say ‘no’.” (03:54)

Teacher: “Good.” MLA (girl) just smiles looking at pupil MLA (boy).

The teacher leaves and HLA (girl), getting into MLA’s (boy) face quietly says through her teeth: “Don’t look at her.”

Demonstrating with his hands, MLA (boy) says louder: “Nothing is okay!” (04:03). At that point he turns to HLA (girl) and says: “I shouted and the camera is recording,” (and he gets into the camera smiling)

MLA (girl) does not comment anything, she sits with their arms crossed and occasionally talks to the girl from neighbouring group, who is sitting close to her group.

While HLA (girl) writes on the sheet of paper, at one point MLA (boy) leans over to see what LLA (girl) is writing, takes a piece of paper from the desk. Realising that she needs help, LLA (girl) asks: “Which branch…?”

MLA (Boy) continues “Which branch is an apple branch and which one is a pear branch... a... app… apple (looks at her) and then a comma, and which one is a pear…” (dictates her slowly) The teacher announces: “Three more minutes.”

MLA (boy) continues to dictate word by word and as he pronounces each word, he looks at LLA (girl) first and then at the sheet of paper: ‘Illustrate both sides of the leaf.’ “I’ will illustrate it.” (turns to pupil HLA (girl), continues with reading the question and then he turns to HLA (girl) again: “Why is she writing questions?”

HLA (girl): “Because.” MLA (boy) complaints: “Uh, this U (HLA (girl) only complicates things.”

After a longer pause, MLA (girl) involves herself and addresses MLA (boy): “Don’t we ne need one leaf for a pear and one for an apple?” (6:06)

HLA (girl): “Nooo!” MLA (boy) just looks at her briefly and doesn’t react.

Teacher: “One more minute.”

MLA (girl) shakes her hand as if she does not care why he has not paid any attention to her and glanced at sheet of paper of HLA (girl) who sits across from her: “You’re writing in slanted handwriting.”

HLA (girl): “What to do. You wouldn’t write it better yourself… You would reach this point till now.” (she points at the sheet of paper thinking that she wouldn’t get that far)

MLA (boy) turns to MLA (girl): “Hurry up,” and turns to LLA (girl) showing her on the sheet of paper with his index finger where she should continue and then continues with dictating the sentence to her.”

HLA (girl) quickly addresses MLA (boy) even though he is busy helping LLA (girl): “This is a pear and this is an apple.”

MLA (boy) answers: “*This* is a pear and *this* is an apple.” (showing her the opposite)

(He does not request any assistance from MLA (girl) regarding this short question) (07:31)

MLA (girl) just watches calmly

At that moment HLA (girl) takes the piece of paper and addresses MLA (girl): “T…, (addresses her by her name) …you find… you be ready to have a vision about this question… (points to a question on the piece of paper) “…You already answer it in your head, okay?”

MLA (girl): “Whaaat?” (she then takes the piece of paper with the question, looks at it briefly and seems to be thinking)

LLA (girl) addresses MLA (boy): “…state what is good for…” (asking for help)

MLA (boy) stands up a little from his chair and leans toward pupil LLA (girl) and completes the sentence: “…for the leaf and what is not.” (He then returns to his original position, i.e. he sits down while biting the nail of one of his fingers) (08:11)

In the meantime, the teacher asks for attention and the pupils raise their open palms up: “Something that will be most important to me, children, is to find out whether you have recognised what an apple is and what a pear is... This is what I am asking of you... and you have researched a little more through questions, you have noticed differences. Who wants to be the first to show and say what difference you have noticed between the pear and the apple?”

LLA (girl) addresses the pupil MLA (boy): “May I…” (MLA (boy) is facing the teacher). (08:36) LLA (girl) then calls him by his name: “D, (waving her hand) is this a pear?” (takes a twig)

MLA (boy): “It’s an apple and this is a pear.” (shows) HLA (boy) then turns to HLA (girl): “But somehow these apple leaves are more twisted.”

HLA (the girl) continues, takes a piece of paper from the desk and addresses MLA (boy): “What is good for the leaf and what is not? We'll write what’s good for the leaf.”

MLA (girl) watches carefully what MLA (boy) and HLA (girl) are doing and talking for a while, looking at them in turns while supporting her chin with her hand (08:58)

The second group comes out while the others listen.

Meanwhile, HLA (girl) is still writing on the sheet of paper, MLA (boy) is facing the teacher, LLA (girl) is looking around the class and only MLA (girl) is facing the second group that is coming out and is listening to them (09:48)

(10:12) LLA (girl) reacts trying to attract the attention of pupil MLA (boy): “It’s sufficient that only one of us raise his or her hand.” (MLA (boy) does not react to this, but still holds his hand up and looks at the teacher)

HLA (girl) looks a little longer at LLA (girl) as she holds her hand up and reacts by touching the shoulder of the MLA (boy) pupil with her hand and saying: “D, I’ll do it… You’ve done everything… It’s my turn now.” (10:11)

At his point pupil MLA (girl) looks at LLA (girl) and takes a deep sigh but without making any comments (10:17)

Throughout this time HLA (girl) holds her hand while the second group goes out and the teacher notices this: “U, (HLA (girl) has something to add. Yes U.”

HLA (girl): “Teacher, I wanted to say and I’m not sure they said it properly (thinking of the second group) I think that this is a pear (raises a twig) and that this is an apple (raises twigs)”

MLA (boy) is turning towards HLA: “Now you’ll deliberately say all that what I was about to…" (pupil HLA (girl) just smiles and continues) “In an apple, leaves are...” MLA (boy) lowered his hand and says briefly: “I knew it.”) (11:10)

Smiling HLA (girl) says: “…somehow whiter…” (MLA (boy) gets involved at that point and says: “Whiter leaves “) (HLA (girl): “…and are smaller than in a pear. This is what we think – this is a pear and this is an apple.”

MLA (boy) turning to HLA and pointing with his index finger: “That’s exactly what I’ve said.” (11:24)

Teacher: “Is there any other group that would like to add anything?”

MLA (boy) says a little louder: “She learned that from me,” (speaking quietly, almost silently and then he turns to HLA (girl)) “You’re not fair.”

HLA (girl) quickly, almost unnoticeably, slips her tongue out, namely the tip of the tongue, smiling towards MLA (boy) (11:30)

MLA (boy) turns away from HLA (girl) and moves the chair away from her: “You’re no longer my friend.”

MLA (girl) follows everything carefully and addresses HLA (girl): “In two days he will not be angry with you anymore.”

HLA (girl) makes a facial expression, raises her eyebrows and moves her lips as if saying it doesn’t matter. (11:37)

The third group comes out. The pupils within it do not communicate and I tis only HLA (girl) who is writing something on the sheet of paper.

Teacher: “Please raise an apple twig to see if we all think of the same.”

MLA (boy) takes a twig and lifts it high while HLA (girl) bites her nails and looks at the twig.

Teacher: “Great. Once again, as a conclusion ... Why is it important that we know what the pear and apple are, especially in spring? What would damage these plants?”

HLA (girl) raises her hand with a quick movement and a quick sigh: “Teacher, I think they are, how to put it, nurtured differently.”

Teacher: “If we don’t know it’s a fruit, what can we do that would harm them?”

MLA (girl): “We pick them.” (12:59) (participates after a long time of careful observation)

Teacher: “What will happen?”

MLA (girl) and HLA (girl) at the same time: “They will dry up.”

While the teacher speaks, pupil MLA (boy) turns to pupil HLA (girl) showing the apple twig he holds in his hand: “There are eleven flowers here,” and quickly turns around (13:24) HLA (girl) just gives him a look without commenting anything, shrinks and widens her eyes (13:27) and then pupil MLA (boy) turns to his original position towards the teacher.

HLA (girl) smiles gently and leans towards pupil MLA (boy): “Have you stopped being angry with me?” (13:31)

MLA (boy) looks resolutely and quickly turns around: “No.”

HLA (girl) leans over again and tells pupil MLA (boy): “You shouldn’t be angry for more than three days. It’s a sin, just to let you know.” (13:32)

Intermittent communication lasts while the teacher talks to the whole class.

In the end, the teacher says: “Thank you very much.”