

Teacher	Cory, what do you want to add?
Cory	I...I think ... um I think it's because, I think he loves for love's sake, it's because, um on page 85, [Teacher: uh huh] cause it's telling you, on page 80—on page um 84 and 85. On 84 it says, "AN IDEA ... CAME. SHE W-- [THE AUNT]. AND SHE WAS GONNA GIVE AWAY EVERYTHING SHE OWNED. [Teacher: uh huh] Also, on page 85, it says SHE THOUGHT WISELY AND SHE GAVE UM, UM, WHAT EVERYBODY UM WOULD WANT. So...
Teacher	So what does that have to do with um Sniff loving Cedric only for love's sake?
Cory	It means that, it's telling, cause that's how he um loves Cedric for, for who he, for who he is because when he [Snufkin] told him [Sniff] that part of the story, um he's telling him that, that that she didn't, that she loves him for— that she um, if you love
Student	(...for who he is, not like what he got on)
Cory	It tells me that, that um ... she ... that um if he loved him, then she wouldn't give away her jewels, cause she didn't really care about the jewels. So ... so that means that if she--she didn't care about the jewels, she just cared, cared about the um, about her friends, the person, not the jewels.
Teacher	She cared about the persons there?
Cory	Uh huh. It's sort of like that ...
Students (overlapping)	Her friends, the person, her friends
Cory	It's sort of like she loved, she loved the um that, that he taught him to love somebody for who they are, instead of for the jewels.
Teacher	So how did he teach him that? I'm still not understanding that.
Cory	He teached him -- he teached him that because—
Teacher	With the story, you're saying that he taught him something. So how did he teached him—teach him that with the story?
Cory	He taught him that in the story because in this part of the story it's telling her that, telling her that she didn't really like the jewels if she would've gave it away, if she would've gave it away for her friends.
Teacher	Does she not really like the jewels? I mean uh her material things?
Cory	Yeah, she likes them, but then, (...) but then after, when you read on, she didn't really like them cause she liked-ed her friends better.

Student (girl)	She—she-- she liked 'em before she had friends.
Student (girl)	She liked 'em before she had friends.
Cory	Yeah, because she didn't know all that was gonna happen and death was gonna happen and stuff
Diarra	I get—I understand what um, what Cory is saying. Cory is saying that um (what, um what) if it hadn't been for the bone, then she would've never changed ... her um her um her manner. And she would've never met so many friends.
Teacher	Is that what you're trying to say, Cory?
Cory	Yeah, yeah, that part if she—if sh—if that-- if that part wouldn't have happened then she wouldn't change.
Teacher	So what does that have to do with Sniff?
Cory	So that means, it's telling him, it's telling him that she didn't really, care about, care about (that like if). Like if you really love something, that um you wouldn't love something for the jewels, the jewels it has. Cause, on page 80 it says, POSSIBLY THE JEWELS WERE MORE IMPORTANT TO SNIFF THAN EXPRESSIONS [Teacher: uh huh] BUT ... BUT UM, BUT IN ANY CASE HE LOVED, HE LOVED CEDRIC [pronounced Cridick]. [Students: Cedric!] CEDRIC. [Teacher: uh huh] So, so that means that um ... that he--he loved, that he's sp--you only s'posed, he um posed to – he's teaching him to love someone for um [Student: what they are] for who they are.