

LISA HENNEFARTH: First of all, I wished it was done in an American, I realized the subtitles were off so I went quickly over to the video and I put the subtitles on. Um, which when I- I thought it was all in English for some reason. So maybe I could've chosen a better video. However, what are the things I liked about the video is the most exciting part happened at the end. And I liked that the students were then able to take that experience and remember like, how did the race start? Where were the swimmers? What did you hear when it started the race? What did you hear? They called out the- the winner at the end. So that was a calculated move on my part because originally I thought about, Oh, let's do a downhill racing. Let's do a bobsled race. Um, but then just making sure that they understood that we were talking about swimming and that, you know, I asked the question, you know, how many changes in the lead did they see? And I was hoping that that prompt would then get them to see it on the graph, on the task. That- and actually some of them pointed it out on- in their posters that- that this person then went ahead or this person fell behind. So tho- those were good things. Um, I think- again, I used the video to equalize the playing field for students that may have never seen a swim race before. We, before we looked at the swim race, we talked about like, has anybody ever seen a race? And most students in the room, some of them said, uh, running, and there were more often than not, students talked about car racing. So again, that to me was very unusual. I- I- I don't see any car races and maybe there's car races that I never see on there- on the TV. Um, so I was surprised at how many and not more of them thought about other kinds of racing like track and field or, um, I don't even know, like- well, car racing, yeah. Where else, swimming? Where else is there a race? You race- you'd- you race your friends, right? But for some reason that was- I did the- the swimming on purpo- there was deliberateness to that to, again, level out their playing field. The three reads, again, I've always- there's so many variations that I've seen on the three reads and I've been instructed in a lot of- I've seen it done all different kinds of ways. So I've always done it as, read it quietly to yourself just to get the gist of the problem. Just get- just read through it quickly and then read it again by yourself the second time and highlight things that are, maybe, you know, maybe they're uh-huh's, maybe things you don't know, circle them, you can an- in other words, you're annotating, um, a paragraph to- for your own benefit to be able to call out things. The third read that we did was out loud. So after we did the out loud read, and the gentleman that actually read it out loud, it was great because he is a second language learner. He's, um, in some of the lowest, in our English support classes here. Um, I know he struggles and I was really pleased to see that he was not afraid at all to raise his hand to read it out loud. So in reading it out loud, it allowed students, now you've read it yourself, you've highlighted, now somebody's gonna read it. And now- then in a sense, I kind of did like a three-and-a-half because I built on that last read to kind of say, Okay, let's ask them specific questions: what is this about? How many races are there? What are you going to be asked to do? Does anybody wanna build on what somebody said prior? You know, like somebody said oh, you don't like- make sure it's as detailed as possible. So what is that look like? You know, what kind- and somebody- I think maybe not or maybe I heard somebody say using adjectives. So that's good. So that was our version of the three read here.