

LISA HENNEFARTH: So, um, students started out after we did the three reads, they were given- everybody had a white board, and they were supposed to draft their first draft of the commentary. So again, students- and I knew- by anticipating, I knew who to watch for, and who was gonna struggle. And sure enough, I mean, I knew the ones that didn't have anything on their whiteboards at all. So it was a matter of going over to them and- and asking where- where- tell me why you're stuck. I don't know what to write. Talk to me- talk to me just about, what are you supposed to do? It's supposed to- I'm supposed to write about the commentary of the race. So you tell me, what- what do you, what do you remember from? So again, watching the video allowed me to prompt them to say, okay, think about the vi- video we watched, the YouTube video on the race. What did you notice about that? Oh, that the racers were on platforms, or on a board? Okay, then what happened? Oh, that something went off and they dove into the water. Okay, so show me on the graph where that's happening. And so then- and then what happened? So now all of a sudden, we're connecting that video to what they're being asked to do. So I anticipated knowing where to strategically go, and check in with students. And with the exception of that one student that I thought would have no trouble starting; everybody else were the students that I went around and checked in with, to see, like, what do you- and they all pointed out certain things from the video. So after that, it was monitoring progress, making sure that they're on task. So from there, we transitioned into the, okay now you're gonna get up, and you're gonna go share with somebody else. You're gonna do a successive pair share. So I made sure that they read- found somebody that wasn't at their table, go and talk to somebody, read it verbatim. So what could I have done differently or better? Maybe being a little bit more explicit in that, don't erase your whiteboards. Um, make sure that, you know, maybe if you're on this side of the room, find somebody on the other side of the room. Um, but that's all in hindsight, but I think it accomplished. So giving them a high-five that we're gonna start, you're gonna listen. You're not gonna, you know, critique or anything, you're just gonna get information. So after that, we did it three other times, and they did it a total of one, no, three times total. So then by the time- each time I was hoping that they would've heard more detail, more nuanced language around the function and the graph, and what they were seeing. So after that- after that last time of listening, students were to return to their desks, and now they were given the direction of, now you're gonna do the best job you can with your partner next to you to write the commentary, and you're gonna pull out all the things that maybe you don't have on your whiteboard, that you remembered somebody telling you. So you're gonna look at these. So I want- and I kinda almost front-loaded a little bit, I kind of said, you know, what about the axes, what about times? What about distance? So making sure that you make your best reiteration possible, pulling out as much detail as you can. So then students were given poster size paper, and I know one student asked me, like, So if you give us such a big piece of paper, does that mean I have to fill up the whole thing? And the answer is no, just write what you can. And so they went about, and I could see that as they started, it was slow, but then over time all of a sudden it was like, oh, now I'm starting to kinda add more detail.