

LISA HENNEFARTH: So again, going back to those- the five steps of- of what we kind of built this lesson around. How am I going to select that work? So then all of a sudden it kind of, I realized that as I was walking around the room, that students actually- some students had just great narrative. And then some students had some narrative with a little bit of detail on- on function and time. And then somebody else had a lot of detail around function and about time and where the race changed leads and all of a sudden, instead of looking for common, I totally changed my mindset to say, look at- this is what I'm seeing, it's not bad or good. It was actually really nice narrative detail and how am I going to be able to s- show progression? Because nothing that the students had done was wrong. It was actually really well. It was just one was more mathematical because it had more numbers. So that's how we finished, was the final, um, poster showed where this person changed hands. And when they shared the first time the person- the posters got shared, I didn't put a graph up there because I knew that they didn't have the detail around it to show where, but they had great narrative. So then the next time somebody came up, I said, I want you to just listen carefully to the details and to the- the descriptions and we're going to use the graph now to kind of point out. And it just got so- so it got, um, progressively more detailed. Uh, not that it was wrong. It was just more detailed to finally where the person, the last group, you know, said, who won the race and by how many- I think even by how many seconds maybe, I can't even remember. But in that- that the winners were this, and second place was this, and then third place was this. So it was just a nice way to showcase and to showcase all the work that was being done in varying levels of detail. And the final connections where I- I basically knowing that we were all short on time, I walked up, uh, to a couple of the students near the front and I asked, so if you were to pick which one, which one did you enjoy listening to the be- or the most and why? And the student responded that, um, the last one, because it gave the most am- I kept saying to students as they finished that'd backup. So as each pair backed up or after they were done and everybody said, Great job. I said, so I want you to think about like- so could you have visualized what they were talking about? You know, could you have- could you see the race and the graph and in the points on the graph where they were talking about these pieces of information. So as we move through each person, I just always kind of came back to that to say, were you able to visualize what they were talking about? And did- we had the graph now in front of us, could you see by their details where- what was going on in the race? So when I- at the end when I was making connections or I wanted to make a connection back, I went up to a, uh, two students and I said, so which one would you have picked? And the student said, the last one. I said, so tell me why and- and how would you compare it to yours? Just like, well, they used more detail around like seconds, and time and distance and I realized that we didn't say that in my graph. And so from there I said, okay. And so then I went to the next table group. And it just so happens, it was one of the students that was, um, had presented. And I said, so tell me, like yours was terrific, that's why I picked yours. So tell me what's different about yours versus what you heard from everybody else? And he said, well, mine was just a description of the race. I didn't pull out any details; about the time and like who was where at certain points and where the lead changed and that so many seconds this person went ahead because we just didn't do it. We just- we just kind of did it in a general sense. And I said, and you did a great job doing it. And then I went to the front and I just said, so if you guys were to think about which gro- or which group gave you the most amount of detail, they were all terrific, they all gave some detail. But again, visualizing the graph, visualizing the race, tying it back to maybe the YouTube video. I didn't say that. I wish I would have, right? Which one would've been the best and they said, the last one because they had done just that. They had pulled the part, the graph from a time standpoint and from a distance and where the lead changed and at what intervals did it change, and what the- in fact, I think even somebody else did the winning time, or maybe they talked about the time, which was great.