

LISA HENNEFARTH: So what I'm hoping to do is, um, knowing that writing may be a struggle for some, providing some of the vocabulary words and it's on their student desk, just some key words, anticipating that some students may struggle. So what does that going to look like? It may look like, they're not starting to write. So it could be- it could mean that I need to kind of just make sure that I answer any questions, maybe go up to that student and double-check to make sure- make- and I've selectively paired students with each other so I can- hopefully, they can kind of ask questions, so I'm really going to encourage them to have dialogue. Even though they're- they're going to be writing individually, it's anticipating where students are going to struggle and where students are going to excel based on EL status. In the classroom, I have- because this is heterogeneous, I've some students that are long-term ELs, I have students that are in English support classes, I have students that are in advanced standing math, ah, English classes. So knowing where those students are and trying to direct myself to help those students where they may need the help.

Students on their student's desk today, they're going to have white boards. Everybody's going to be working individually. And then I also have on their desks, uh, strips of paper with some key vocabulary words. They're not going to necessarily need all of those vocabulary words, but at least it gives them a prompt. So then what I'm gonna do is, I'm going to walk around, um, and just check in. I want to- again, going back to anticipating, I already know the students that could potentially struggle with this. So making sure that I'm constantly scanning the room to make sure that are those students, have they uncapped their pens? Do they have anything written yet? Maybe I tend to do what is known as a figure eight. So walking in a very sequential manner, um, students are very much placed strategically. Uh, for that reason, I know where my IEP students are, I know where my ELs are.

So again, walking around, constantly looking and over, noting where students are struggling, noting where students are writing quickly, maybe offering words of encouragement, um, letting- because often times students are afraid. They're always afraid that- to write that very first thing down. But again, that's why we're writing on whiteboards. Whiteboards are not permanent, so they're very easy to erase, they can start over. So that's how I'm going to go around and- and monitor their work and engagement. So I'm- I want to obviously showcase all levels of work. And oftentimes as teachers, we tend to want to just go to error and error analysis and point out what's wrong. But I'm going to be looking for different levels of student work and it doesn't necessarily mean that there's anything wrong with it. I want to show students' progress over time.

So what's the most common kind of writing or content that I'm seeing? How am I going to strategically select work from students that are comfortable. So you know, uh, having their work shown. Some students are extremely shy, extremely nervous. This goes back to your original question about, you know, what kind of classroom is this? Well, some of these students have really- not really good math experience prior. So how I- am I going- we've created a really safe learning environment for students in this classroom. So I'm hoping that by this time in the school year that students are going to know that we're doing this. I'm selecting your work because there's a reason. I need to show it, so I'm going to select those students work that are showing like really solid content, maybe where students could potentially be not so much struggling, but that I see in common- that may be it's a common thing- theme throughout and how can we then tease out what we're looking for at the end as part of our learning goal.

So again, we often just want to pull out and showcase work, um, that's wrong. So we will often like put a student's work under and then we critique and evaluate to say, you- you know, like this is what a student said. You know, what's wrong- do you agree or disagree with this piece of work? And because this student- this is student work that's actually in this classroom. Again, I'm

going to try to figure out or try to pull work that's common. When am I seeing as a common thread, maybe that nobody has pulled out, that the intersecting points is where somebody has, um, changed, uh, being in first place, or maybe that they've noticed that, um, they've never made reference to time. That they just, um, like, well, it's assumed that I know that that person's in first place because they're the highest, uh, line on the graph.

But- but what kind of information are we looking for? If you think about functions, we typically have independent, dependent variables. We really- that part of that mathematics, we want to make sure that we are pulling out that mathematical learning that we really- to take them to the next level. So sequencing that common theme. Then maybe something that, um, people are building towards- maybe somebody has pulled out that they've noticed something over time. And then the last piece that I would show would be possibly something that we're looking for in terms of an exemplar model that showcases all components.

So again, this is about a commentaries or learning goal as students are going to be connecting a real-life situation to functions. And this real-life situation has to do with them writing a radio commentary for a swim meet. So again, pulling out the learning goal, making sure that we connect, how is a function related to a graph? In this situation, where do we see function being part of the content of your commentary? Where did the graph fit in with, ah, the function? Why is that so important to have? What message or what, um, what learn- what do we learn from doing this activity? Did we learn that there's a relationship between a graph and a function? Yes, we've been spending time doing that, but now we actually get to see something that maybe you might use if you ever wanted to go into journalism or that you're actually commentating, ah, a race somewhere where it's like, oh man, I have to make sure that I pull out that time. It's not only distance, it's time as well.

So one of the things we're gonna be using a routine called a which one doesn't belong. So oftentimes, I'm gonna be projecting three, ah, four different graphs. And I do it a little differently and then I'm really want students to think quietly, um, about which one that they're gonna pick, A, B, C, or D. And then what I have them do is on their, ah, desks are- are the vocabulary words as well as sticky notes. So it gives them a chance to s- use the vocabulary words that we've been practicing in order to be able to pick and select which one they think doesn't belong using the appropriate vocabulary. This is a great entry-level. Everybody can access it. And from that point, they get up and they go around they- in the room and they put their sticky note up on an A, B, C, or D. After that, we will launch, um, I'll show them a- a video of a race so they have an idea, especially for students that may not be quite sure what a commenta- what a commentary would be. After that, we would then launch into a three reads.

So they'll get the task, we'll read it. So whe- they'll read it once quietly to themselves then we will kind of ask everybody in general, like, what's it about? What do they hope- what- what is the task that it will involve? How are we gonna do that? And from there, there's never where we lower expectations for students, the cognitive demand, where they're gonna be able to write themselves their first draft. Then they get to walk around and get feedback and listen to others with their draft. So that's that successive pair share that's gonna happen. So I'll ask them to write it individually. They're gonna get up. They're not allowed to talk to the person at their own desk or go to go talk to somebody else. Read actually what's on their whiteboard. Listen carefully to what somebody else's written. Get ideas. Get a chance to really formulate more of an idea of what- may be what somebody else has done in the class that they haven't done. So then they do that three times. After they've done it three times, they're gonna go back to their desk and write their final draft with their partner. So again, accessing the math is going to be done with that first task of which one doesn't belong. Successive pair shares allows them to build on their knowledge as they move around the classroom and then finally working with their partner to come up with the commentary and then we'll select student work to share.