18: 8th Math GraphingFunctions PostInt

Speaker: It came from the very end of the lesson, because as you go through stuff you're not exactly sure if you're effectively communicating to the kids until you hear the end result. When the students started to fill in that Venn diagram and picked up on all the parts that I wanted them to pick up on, being able to identify the type of equation for linear versus non-linear, being able to identify that it's straight versus curved, and then going even further and being able to identify from that table, with a little hint, that they pulled that out, I think then I realized, oh yeah, this lesson really did work.

It worked quicker and faster than I had anticipated. They just picked up on it. To me, just doing a quick assessment of just what I saw from all of them and listening to them talk, it's seems to me that everyone in the class, all thirteen of them really got it. That to me tells me it was effective.

I think getting into the groups. They were in those groups and I had set a time, and that wasn't appropriate. It was too short. But letting them have a chance to work in those groups and then touching base with each of the group and going over and saying, "What are you guys doing here? How's that going" Well what is it?" and just kind of asking them those follow-up questions and steering them in the right direction was really a positive thing. Even the kids who weren't quite sure when I went over, as I probed them and asked them a little more questions they're like, "Oh yeah, I get it now." They were able to jump in with the other things that we're doing. I think getting to each individual group was the most important.

I spend a lot of time lesson planning and organizing everything. I spend a good, [00:02:00] I don't know, I would say two to four hours when I plan out my units, then organizing each lesson separately. Then creating a smart board for it, creating the worksheets for it, making sure I have all the supplies. Then going through it myself to make sure it works. I think that without that, it would fall apart.

I'm not really a "wing it" kind of person, I really want the kids to get something out of it, and I feel when I wing it, they don't get really what I want out of it. I really do need to plan it out. I'm not, "I'm going to do this here and this here and this here," but I do think through the process of, "Okay, if I were to give them this, how are they going to react that and what do I want them to get out of it?" I try to do that type of stuff.

[inaudible 00:02:48] I'm like, "Where's my Venn diagram at? Because I could have sworn I put it on my smart board but it wasn't there." I just kind of winged that part, but I already what I wanted and a physical model of it, so I was able to use that.

I think without the classroom management I wouldn't have been able to do the group work and I wouldn't have been successful. Letting kids get into groups without telling them how to do that and the expectations you expect of them when they're in a group work can lead to chaos. I think that's why a lot of teachers don't do group work. They don't model it for the kids, they don't give them time to practice it and then correct the behavior if it's not something they're looking for.

We've been practicing it. I've had a lot of these students for two years, so they know what to expected of them when they they get into a group and how to work and behave in a group. I think too that without expectations of how we do discussions in class ... we all take turns, we all are respectful of each other ... without those expectations set, the modeling and the practice of it that we've done throughout the years I've had them, we wouldn't have had that rich discussion in class.

You saw [00:04:00] my kids raise their hands sometimes when they want to answer, and then sometimes they just say stuff. I let that flow in whatever way it's going to, and usually it flows fairly well because someone's talking, they're all engaged and listening to what they're saying for the most part. The hand raising they'll do if they really want to tell me something that they want to answer.

I think overall it was pretty good. I think there were a couple during the group time that I was like, "Okay, are they participating?" I went over and asked them "What are you working on? What's your part?" By holding them accountable and saying, "Hey, I'm looking at you," it let them jump back in. "Oh yeah, yeah, I'm doing this," or "I'm going to do this next." I knew that they were doing what they were supposed to be doing. Then when you ask them questions, they were all able to respond back to me what I was looking for. Then you saw it in the whole group discussion that they were all engaged. I think for the most part they were engaged in the activity.

I don't know if I made the tie just yet. I had wanted to tie it in to the functions that we had been doing in that scenario and then the idea that the quadratic also has a scenario with it. I think that's going to come a little bit later when we look at it gain on Monday. I don't think it was quite tied in like I wanted it to be. It's still something I have to work on.

Before getting in the groups today, I thought the groups are too big. I thought I need to make them a little smaller, because I had a group of six and seven. I'm like, "Oh, that might be too big," but it worked. For this one it seemed to work okay. Maybe to expand it a little bit better, to tie it into something [00:06:00] that they can relate to rather than just graphs on a piece of paper, would be another thing.

I don't know that the discussion was as rich as I wanted. They got everything out of it, but you reflect back an hour later, could that have been better? Just things I'm going to reflect on. What I usually do is take whatever I've done for the day, I just write myself little notes to think about for next time.