

10th Math Poly Area
Pre-Interview

Interviewer: You choose to teach this lesson?

Teacher: This is the last lesson for quarter three in the Hawaii DOE Geometry curriculum. It's on measurement in two dimensions. Area, perimeter, that kind of thing of polygons. It's an important standard in common core, and we are where are in our curriculum.

Interviewer: Is that the Dewey one?

Teacher: It is the Dewey one. I was on the writing committee. This was my lesson. I hope that it works tomorrow. This is the first time I'm teaching it.

Interviewer: Cool, I like that. There's a number of teachers who have done that in the study. They've just been like, I want to go for it. Just to try.

Teacher: Okay. Yeah? What are they saying about it?

Interviewer: We'll talk it after. We'll cut all this.

Teacher: Oh god.

Interviewer: What are the learning outcomes for the lesson in the hour that you're going relating to this?

Teacher: The learning outcomes of the lesson are going to be getting kids to be able to calculate perimeter and area of typical triangles and quadrilaterals that they have basically covered in previous lessons, such as rhombus, parallelogram, trapezoid, and so forth. It's pretty much the overview of all two-dimensional calculations.

Interviewer: How would you describe the lesson as meaningful, useful, or relevant to the student's lives?

Teacher: Definitely meaningful because measurement is a part of our life. No matter what, that's what numbers are there for. Whether you're going to build a house, you're going to heal someone's broken arm, you're going to do something, it's going to do with geometry and measurements. I think that this is an important lesson. I hope that it's very meaningful for the students and I hope they get a lot out of it. In the curriculum we try to pull in a lot of contextual examples to get them to understand where you use it, or where they've heard mom and dad use it, talk about it in passing, and not really understand, oh, this is where we learn it. Tomorrow will be a lesson like that.

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Interviewer: What are the big questions you're using to drive student discretion?

Teacher: The big questions to drive student discretion are, what is the relationship between

length, perimeter, and area, and where did all these things come from? Where did the calculations come from? What are the theorems that back it up? What have we used in the past to make this relevant and to make this, for lack of a better word, meaningful? Where did it all come from?

Interviewer: How are you planning to check for student understanding and assess student outcomes?

Teacher: From an assessment, checks are used. My EA and I will be walking around the classroom making sure that students are on task. I tend to have students try to do three or four questions at a time. Do a checkpoint, stop, go over the answers, make sure that everybody is on the same page, turn and jtalk, talk to your neighbor, elbow partner, sharing rounds. All those kind of things will be used.

Interviewer: How would you describe this lesson as engaging for students?

Teacher: I think this lesson is engaging in the sense where, measurement is not something esoteric to them. They are able to connect with it, and when students are able to connect with it, it makes it easier. There are so many more entry points to it. After this lesson they will be creating a house plan for the elusive grammar that is the focal point of the lesson, or the focal point of the curriculum. It's all about getting them to understand where measurement comes from and why we use it, and why it's so important in anything we do.

Interviewer: How do you plan to manage student behavior throughout the lesson, starting with expectations?

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Teacher: We do have classroom expectations where I expect everyone to be on time, on task, at least if they're not knowing what to do, asking questions, not just sitting there, not just spazzing out. In addition to setting those classroom expectations at the beginning of the year, I do remind them throughout the day because this is an end-of-day class, it's going to be the last day of the week, they're exhausted, they have ACT testing, it's going to be one of those days where classroom management is key to getting this lesson done.