

10<sup>th</sup> Math Sum Angles  
Post Interview

Interviewer: How were you effective in communicating the purpose of the class?

Teacher: I think it was pretty good. I mean, the purpose was pretty simple. It was basically just the interior angles of a polygon, of all the different types of polygons and that was stated right up front. We kind of showed the kids how it related to previous things and you know, showed the applications within the lesson, so pretty straight forward.

Interviewer: What parts of your instructional practice do you think are most effective in supporting student's to meet the objectives?

Teacher: I mean I think having added that handout at the end vs just going straight out of the book, the book was very simple in kind of what they showed. In fact, I think the only practice or the real practice was in the homework and it was just here's some basic polygons, here's give you five of the angles, the last one is  $X$  plus 6, find  $X$ , so I wanted to add a little bit more. Add some more of the regular polygons and add more of the kind of more abstract versions, like here are 5 polygons sort of sticking together. I think that was pretty good at kind of getting them past the very simple, kind of what they did before.

Here's a triangle, here's two angles, find the third angle. That's sort of the surface view of that, but how can you use that to do kind of more interesting problems or more complicated problems. I think making that additional handout or that additional practice for them I think was the most effective.

Interviewer: Now what role did organization and planning play in the lesson planning and classroom setup?

Teacher: For me, I need to know what I'm doing but I don't need to know every single like word that's going to be spoken. I remember when I first started teaching, that was sort of the thing, like well what do I say? What is the thing, what is the script, but oh it doesn't work. I have my bullet points and like you can see in the lesson, I have it all organized in my slides. Again, for me but also for the kids so I can see what's coming up next. They don't see that but I see the next slide and that's sort of my prompt to kind of keep me organized, where am I going?

[00:02:00] Also in my head, I don't actually write this down, but in my head I keep organized kind of my timeframe. When do I want to get to the presentation, so I got to leave myself 15 minutes at the end. When do I want to get to the exit pass, and that's sort of a juggling routine of how long is this going, how much more time should I let this go, when should I cut this off? Kind of, I don't know, in my mind I'm doing that, I don't actually keep it officially down anywhere. That's definitely something that I need to kind of keep on track and keep myself organized during the lesson. I know the beats, I just have to sort of spread them out as we go through it.

Interviewer: I think the way you talk about your practice sounds very much like my experiences.

Teacher: Sure.

Interviewer: I suppose it all does.

Teacher: That's teaching.

Interviewer: What role have your management played with regards to expectations, procedures, routines, discipline?

Teacher: I mean, kids are fine. This is a good class and being observed is always a good incentive to be on your best behavior, but I mean, they're usually pretty much like that. Sometimes they get a little bit more talkative and stuff. They're a little shy sometimes when other people are there. The intro, the kind of routine that we've made where they write down the dash, they start the bell work, they know that that's the thing they're doing on their own. They're not going to need help for it and then throughout the lesson, I'm just going around.

It's not so much behavior, it's more, I think of it more of like motivation, like a kid's stuck, they're just kind of sitting there, they're not motivated, so I'm like all right, so what did you get next? I'm not even helping. I'm literally not helping at all, I'm just pointing to things or rereading things or all right, what did you get, what are you going to do next, where are you going to start? It's just sort of little prompts as we go through, so again, not really behavior, more of just kind of keeping it flowing and keeping kids on track, making sure they're doing what they need to do. Behavior's good though.

Interviewer: How do you think the lesson went with regards to student engagement?

Teacher: [00:04:00] Pretty good, again, some students are more engaged than others, but definitely there were kids that normally don't choose to answer questions or choose to call out. Sometimes I will just pick on kids that I know either can answer it or aren't paying attention enough or whatever, but there were definitely kids when I just left an open ended question that would shout out their answer, which normally would not, so that worked out pretty good. The majority of the kids got what they needed to get done in the class, so I think it went pretty well.

Interviewer: How do you think students found the lesson meaningful or relevant?

Teacher: Again, it depends on the kid. Some kids may have found it relevant or not, again, we kind of make a joke out of some of the real life stuff with Grandma being all picky and everything. You know, again, it just depends on the kid. I think they can see the relevance to the real world, they may not have that connection with themselves. They may not think that it is relevant to them, but at least they can see, all right, this is something we can build this, or we could find the angle to build this bench, that is a

thing that human beings do.

It's not just a random mathematical thing, human beings don't draw rectangles on boards and find their angles, that's not an actual thing. The actual thing is cutting this board or designing this building or something. Hopefully as we go further into the lesson, they'll be able to see, when we are designing the floor plan and calculating areas and doing stuff like that, they'll be able to see more of the kind of real life applications. We'll see.

Interviewer: How would you like to develop this lesson in the future?

Teacher: The one thing that I definitely want to change, which I did change on the next, period four when I taught it after that, was the intro thing. I'd already changed it quite a bit from the book. The book was like, here's five polygons, or ten or something, split it up with your table partner and draw the pictures. That takes forever. Drawing those things out, not very precisely and then trying to measure them, not very precisely. Some of them were too small and they couldn't quite get it there and even if you did it perfectly, the answers are not correct because you can't measure them precisely. We have a limitation on our measurement tools.

[00:06:00] Changing that, maybe removing that, I'm not quite sure how I want to change that but I definitely want to get that out of there. The triangles, dividing up the shape into triangles was much better, so maybe in the future we just extend that and we just have everyone draw half of the polygons and just chop them up into triangles and just go straight to the actual proof. The inductive sort of reasoning, the measurement, we talk about that with them all the time. That is not a good way to discover a proof or discover truth about math, that's a good way to investigate it and sort of start the investigation but of course, it is not a proof because it only applies to one specific item.

Definitely changing that or removing that but I think the rest of it, I like the back half, I like the slides that I made that were pretty good and the handout actually worked pretty good. I was afraid it was going to be too small, trying to save paper of course, but I think it worked out pretty good. The beginning part is definitely what I would change next week when I teach it again.