Speaker 1:   [00:00:00] I think I was pretty effective. At first I think, if you caught it, I brought it back to what we've been learning and I said I know in multiplication, you guys are kind of unsure of the concept. You could see in their faces they're like yes, we don't really get it. That's where I ground the lesson and set up the framework. The purpose was for them to understand that we are revisiting topics that we revisited, that I've taught in many lessons before but kind of grounding it all in one to see how they're all kind of interconnected. I thought it was also successful because that I started the lessons with a real world problem. I didn't even say it was math. I just started off with I'm going to the beach with my family that connected with the story that I told them two weeks ago and I said that we needed flip flops, or slippers, right? Just a simple question like that and I was like well how many flip flops do I need? They said well what operation will you need? Just kind of routing it in a real life problem and expanding it in connecting it to mathematics. I think it really grounded them in understanding like the purpose and meaning of why we need multiplication and division.

It was a longer whole group lesson than I anticipated, but again it was like four mini lessons that we connected altogether. Originally when I planned it out, it was going to be a lot shorter on the rug but I realized that the kid needed a little bit more and a little bit more discussion. I thought the discussion was really rich especially trying to get to the heart of like what do these models represent? Connecting the models, the numbers, and how does it apply to the real world problem? I thought that was probably the most significant thing in the lesson [00:02:00] and what they needed to know.

This lesson was going to be a gamble. I mean, we're a highly routine and structured class. We usually do ten minutes of introduction to new material, fifteen minutes of guided practice, and then independent practice. But because I was trying to... My goal was for students to relate everything the learned and put it together and see how they were connected. The planning was difficult and the organization is difficult because okay how are they going to sit because it's going to be different? How are they going to be grouped because I want the discussion to be rich? Are they going to be grouped into their heterogeneous groups because then you have different levels and then maybe guide each other? Or am I going to give them the choice of picking a partner and just working through the struggle together? After talking to them, I felt like they had a good enough grasp on the concepts that I let them have that choice of picking a partner. I let them chose their topic, too, so I think that helped with the organization. It was organized but yet it wasn't because I do believe in student choice. Usually I have the materials there and they know to grab it and sit but because today we had an extra thing there I just thought to put it there because I don't want them to knock over the microphone or something like that. It's very routine.

They know to line up when we get materials. They know it's six to a rug because we do turn-and-talks often and an even number is six and they pair up. They know the expectations of the markers. Like if you heard me say it should be the board down so we're not hearing the clanking. I hear the... I put the eraser on the floor and the marker on top to prevent it from rolling because just little nuances like that it actually adds up. I

have a system where I say red, yellow, green. With whiteboards especially, I think as a teacher I have to learn not everyone [00:04:00] is going to write the answer as quickly as possible but for the pacing of the lesson, we just need to get the majority of the group. When I say red, the expectation is close your marker regardless if you're finished. When I say yellow, your marker is down and you're holding up the board. When I say green, you're flipping it. It's kind of like we're all on the same board and it's not like a... It's very structured.

Like I said, I think in this classroom management is a very big deal. There's a lot of choice in this classroom. There's a lot of independent learning going on. If you don't build in the management and the behaviors then I think as a teacher, you'll have more problems than... You won't be teaching as much, you'll be redirecting. It took us a long time to be able to get to that point where we practice the structures, we practice the routines, we practice the vocabulary we use in our everyday lessons. All those things need to built in to be a successful lesson. There's a lot of things that go into this little block even though it doesn't seem like that. They're still kids so of course there's going to be little things but just kind of like correcting it in a way of not disrupting your lesson, making it fluid is a very important thing.

I think you notice a child threw his flip flops across the room and just be like was that a smart choice and then just keep going back so he knows next time not to do that but it's not disrupting the group. But also having high expectations on the rug just in the way they're sitting from their eyes it just shows the engagement is there. I don't know if you know this but I try to create a calm environment where I'm like take a breath. Let's settle, let's be calm as I'm teaching. That way it's not like because I feel like kids bounce off that and they need to... You need to set the classroom climate and then hold that expectation throughout the whole lesson.

[00:06:00] I thought the students were pretty engaged. When it came to redirection, it's probably just from the way they were sitting. The throwing of the flip flops across the floor. There's no major distractions, just little things. But you need those little things to keep it flowing. Because the distractions were minimal, I think that's evidence of a highly engaged classroom. Also, if you noticed, there was conversation going around and a lot of them weren't getting there at first but they were talking through. If you saw me, if they got stuck they would come to me and ask and then I'd guide then but then I'd leave them and help the other students just to make sure they're all on track. Eventually, most of them got the correct number model because ideally we want to connect the numbers to the real world application and that was a really important part for me. When we come back, I'll see if they can get, translate through the rest of them.

In this classroom, we always work with different people. They already know the procedures there. Where if you worked with that person within the week, don't pick that person because I'll say something or they know no you worked with me in math, I'm going to work with someone else. I've also taught the culture of if somebody asks you, have [inaudible 00:07:19] one of our core values because how would you feel if you asked Ms. Cruz, could you work with me? And she said no I'm going to work with someone else. That wouldn't make you feel good so we want to just have that

classroom culture of we are everybody's friend even thought there's someone else you might want to have worked with, you'll work with them next time. If you noticed, it worked out pretty well. It's kind of seamless, the transition. It was just two kids that didn't have partners and they said okay you guys will partner up together this time. There was no grunts or ugh. They're very respectful and responsible when it comes to working with each other.

[00:08:00] I think they found it really relevant because I think... A big "ah-ha" for me was they're good with doing numbers. If I ask them to create a ray, great. If I ask them to create a group of model, they're great. But connecting it, taking a real world application and then saying okay but what am I really trying to do or what am I trying to show? If you noticed, another child wrote two times five equals ten. I said okay that's great but what does the five mean? What does the two mean? He kind of went, looked back, looked forth, and he's like I don't know what they mean. I was like well that can't be the right equation, right? You to go back and figure out, pull out the pieces that you're trying to represent here. I think that was the big "ah-ha" for a lot of the students. Seeing these numbers actually represent something so what am I trying to show?

Maybe again just do different tiers of beginning, intermediate, and advanced levels. That way I'm kind of hitting all... I'm giving each student what they need. Second, I'd kind of what to extend it a little bit further from just them pulling out information to my next lesson is going to be where they create their own lesson. Just kind of... I want them to extend their critical thinking further, rather than all having the right answer, creating their own. If they can create their own problem and explain why the answer is right, I think they will really understand the concept, right? If they are creating lessons and making it student-led and they give the problem to a student, I think that's really powerful because it shows I understand this concept and I can tell you if you're correct of incorrect and redirect you.