

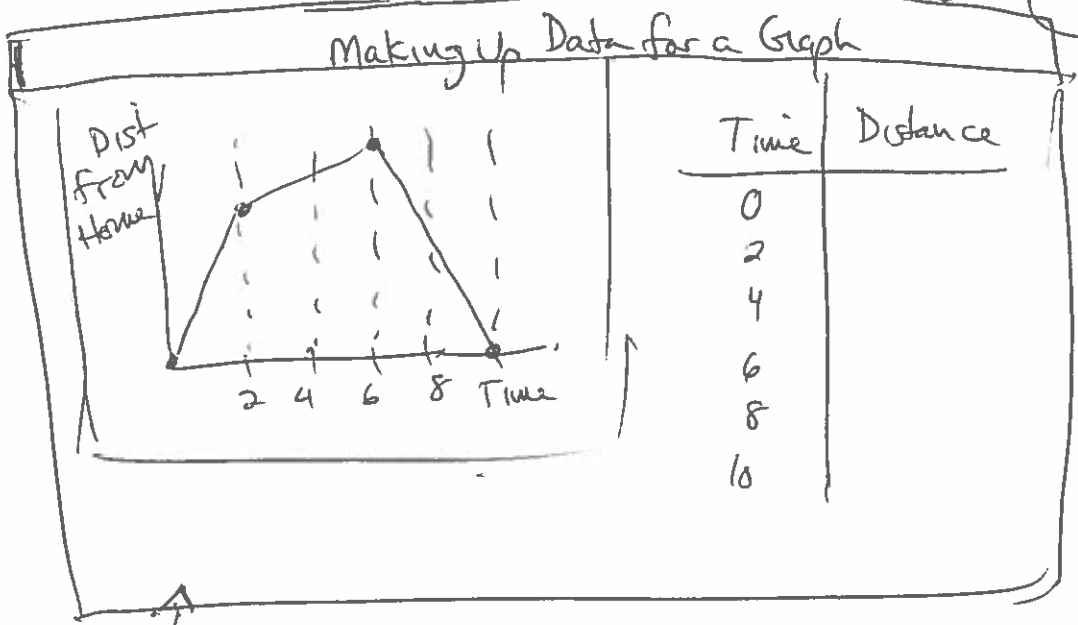
Focus: - Questioning Technique / How students respond
+ Interactions w/ Group ~~Interactions~~

8:00 Announcements - ~~Announcements~~



8:04 Warm-up - Might lead in to activity today...

What could it be? (that might be an open-ended question)



A focus today?
Something you are planning to do today?

I noticed there's no prompt question for this warm-up. Presumably we are to complete the table based on the graph? Other questions might be:
"Tell a story about the graph."

Warm-up Task

8:10 "Raise your hand if you can hear me."

↳ Everyone does. One quick exchange from the one pair of ss who were talking when you prompted.

Who can tell me...

How about #2

Grades #3?

#5) Who can help me out? Continuous or Discrete?

Mitch
Burdeck

2 of 5

- Flip to back.

- Who can read off their table. - Aden?

- So when you ... Aden, did you get ...

- So is that a function or not? Jenna? ("What?")

#1... function or not? Jenna: "Function", ^{MB} It is

#2 ... AJ ... (to AJ), is that a function or not?
AJ) Function

#3) ... Alexis, what do you think?

Alexis: "Function"

Why do you think it's a function?

to
Whole class

What were some strategies you used?

Did anyone make a table? (silence)

Anyone graph it? (silence, some ss. shake head no),

Could you? (silence. Some shake head yes).

#5) ... Grace what do you have?

Thumbs up? → what are you thinking? (About $\frac{1}{3}$ of class responded, most (all?) thumbs up.)

I wonder:
← What did the other $\frac{2}{3}$ think?

"Going to go to the library. ^{Will} Tell what to do before we get down there..." (Details shared orally. Slide w/ 12 sentences over 5 bullet points.)

8:19 Class leaves for library.

M.B. is at computer. After ~ 60 sec, we leave for library.

8:21 - In Library ...

Students working on poster, cutting out ~~top~~ graphs, tables and verbal descriptions.

Thoughts

MB questions to students:

table (D) - So what are you thinking? (w/ group of two boys)

← What if you broke up a group of 4 to join these two?

8:34 - How we doing over here so far?

table (S) What are we discussing right now?

8:39 - Took picture of each table's work: ABCD

8:42 MB - gathers attention, gives directions for next step.

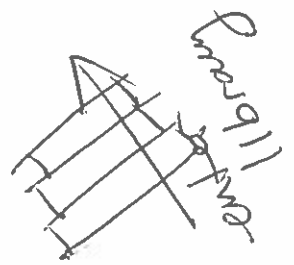
One representative circulates, then returns. "Discuss".

8:52 MB tells class to put materials away when done. (not clear everyone had attention on him at this time)

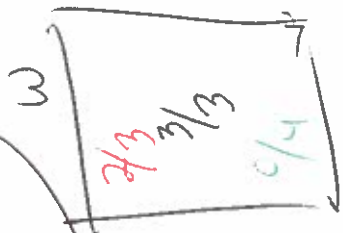
4 of 5

8:15
8:47
8:34

Engagement (# out of #)



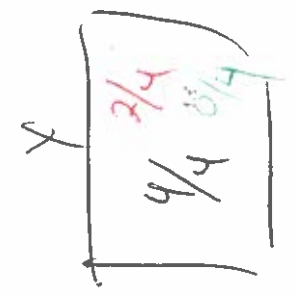
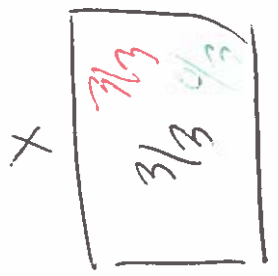
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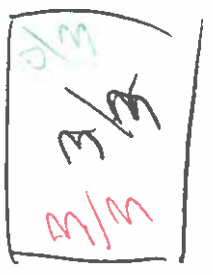
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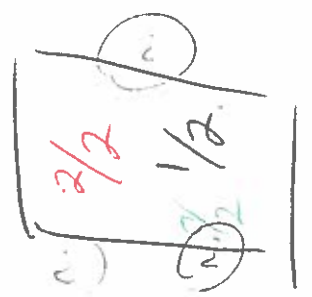
B



Z



C



D

4 of 5

8:55 Who can tell me some strategies?

Student shares ... MB standing next to her.
I could not hear what she said.

8:58 Did you like this activity?
What did you learn from this?

Bell rings -

Put posters on the table over there.

M.B.
5 of 5