

10/22/14 (1)

Mitch Burdick

(8:00)

(Warm-up: What animal would you be?)

(Focus - Asking quality questions, pacing, how management w/ warm-up: HW check)

Obs. focus: level of engagement? questions; also unnoticed behavior problems

HW Check - class is quiet during this as MB goes desk to desk checking HW.

8:06 (Sharing "fav animal" answers.)

8:09 HW answer check.

MB projecting HW answers to 2.7 HW; ss check their own answers.

8:11 "Pencil down if done checking so I know I can move on."

Stu ask question about #29, "how'd you get..." (MB explains.)

8:13 Moved on to side 2 of HW.

MB: "Do we have any Q's? There may be more than one way to solve these one-step equations."

8:15 What answers do we have for #40?

↳ St. 1 shares

↳ St. 2 shares

MB: Who else would like to share? ... (Reads Answ.)

My thoughts

Wondering if this is intended to lead into lesson of the day. ~~many~~

← No management move (real-time feedback)

← I wonder what he was stuck on. It seemed like a straight forward task.

← I liked how you emphasized there being more than one way, and your use of terminology/label for this class of problems.

8:17 Done w/ HW check.

"Make sure you put HW in safe spot for turning in on Friday w/ quiz."

(Two-step eqns)

8:18 st. asks if we did this before; is this a review?

MB: are you asking if this is like what we learned Monday w/ one-step eqns?

Q What do you think will be the difference b/n one and two step?

- Beyond just one more step...  
Q What kind of step?

Procedure

- 1) Ask: what is happening 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>...
- 2) Undo the operations
- 3) Answer in "x =" form

Example:  $23.5 = \frac{3y+4}{3}$   
 (8:22)

→

①	x3
②	+4
③	=3

SS tells you the operations / what happens to y.

Q - Do we have any questions?

← Opening Routine Complete after 17 mins.

← What makes a problem 2-step vs. 1-step? (multistep?)

← Wondering if this was a pre-planned question. If so, what kind of answers did you anticipate? What answer were you hoping to hear?

← projected on board

Q (For which problems, is this procedure useful?)

Note: Do those steps work to solve

$2x+1 = 5x-3?$   
~~or~~  $x^2+2x+1 = 4?$

← Wondering if every student could write ① ② ③ for this problem before you modeled it for them.

$$\frac{M}{3} + 7 = 22$$

Q What are you thinking Bridget?

Checking the answer:

$$\frac{45}{3} + 7 \stackrel{?}{=} 22 \quad \text{yes.}$$

8:28 Chromebooks distributed

website → mathplayground.com / Algebra Equations

The app is about balancing

8:35 Both teachers circulating to give support.

Looks like some ss are getting stuck w/ what to do in the app (not so much what to do ~~to~~ to solve).

↳ several hands raised... seems to be a bit of a backlog as teachers try to get to all ss.

8:40 When done, you should go to socrative.com and complete the exit ticket there.

→ Questions are: Name, - Do you understand?  
- Something you learned,  
- Teacher's question: (what questions do you have?)

Wondering/Thoughts

← How many ss. could solve this before you started it?

← I like this question

(vs. "What do we do first?")

Too bad--

← Does not work on iOS devices

(must be a Flash-based app)

- How would you describe the added benefit of using this tool?

- How would you describe the limitations/drawbacks of using this tool?

8:49 SS <sup>are</sup> now working on HW ~~from the book~~ from the book...

4  
MB 10/22/14

Engagement/compliance seems high at this time.

8:54 SS still working on HW.  
~ Five minutes left.

①

8:58 SS working on HW, <sup>some</sup> beginning to pack up.

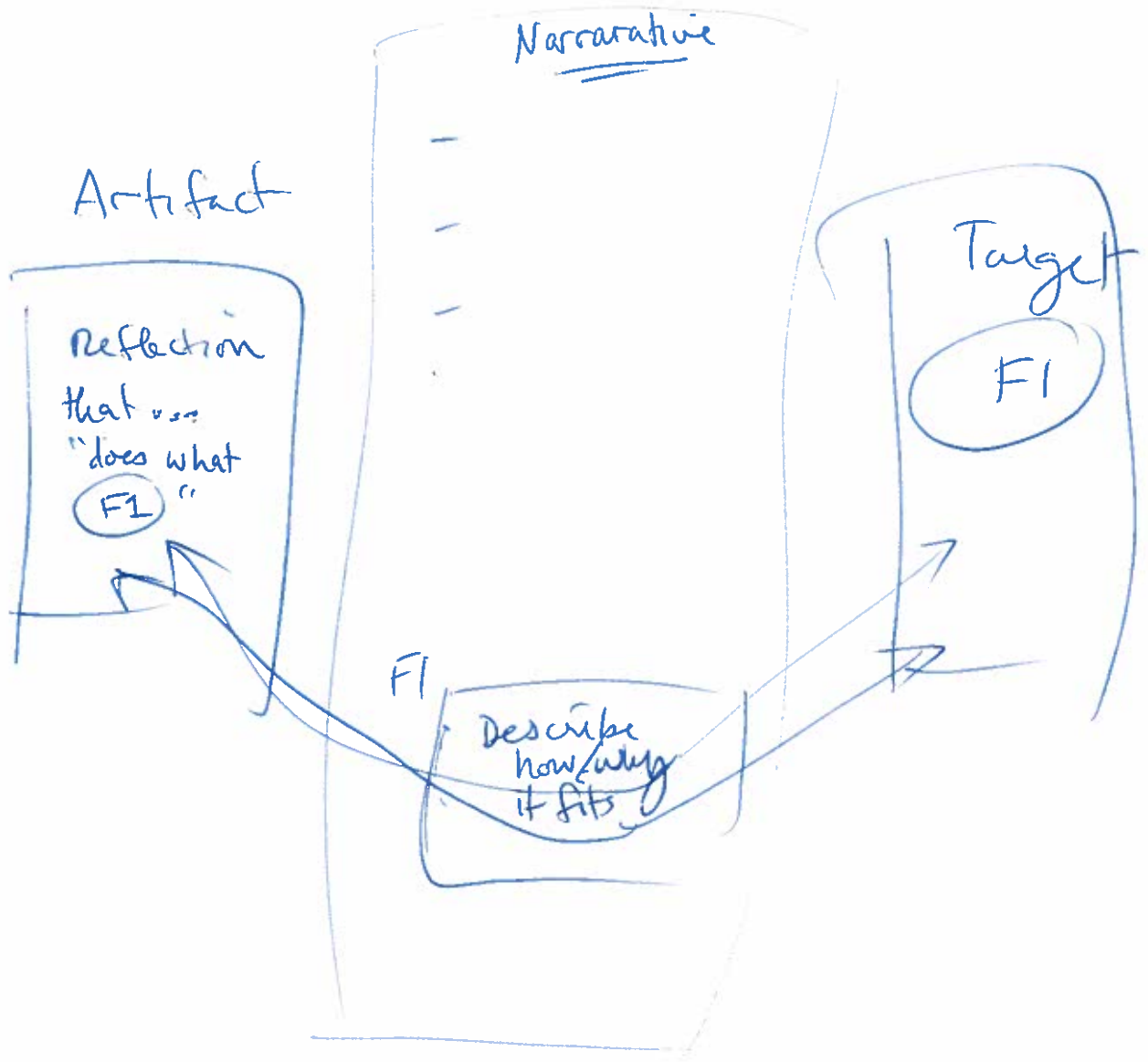
We have all computers back.

MB: Read them exit ticket. <Bill Rings>  
and Socratic and HW.

MB saying bye to SS. by name as they leave.

I noticed you said  
you are working to  
"wrap lessons w/ time  
for closure."

Wondering what the  
plan was for today  
in that regard?





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Kelsey abs.

-talk over the top?

806 volume is too loud.

Racanne late? Coordinate A. Kelsey A.

✓ your answers. 7/14

732 → lesson

\* rather than you check, have a 5 provide.

\* Mia Q

↳ looked @ 2x? / hand down

Key to step → justify

737 - Chromebooks -

✓ ready

1st hr!

\*

Good flow -

Q - ready to go on? mult w/

816 pg 2 HW ✓

Suggestion - unlined paper for HW  
 on Hardcover? - may clarify visual

"I" / "Mr Burdick" / "me bad"

\* ~~Traced an accurate L.P. (me?)~~

→  steps were not done in Qhr - why?

? Emma S - what did she suggest to you? how did you connect her input to the problem process.

☺ Any Q?



1120 ✓ HW

1130 ✓ HW

1140 - Notes - ✓

! be deliberate w/ your writing  
 go back to Zach Ann for he do?

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