

PATTY FERRANT: We call that a productive struggle. Um, and I am sure something in the beginning of the year in my...or in the culture stuff in the way beginning, I mean it goes on.

We came up with strategies of what do you do when you're stuck. So I know there's some anchor poster floating around about just what strategies, what can you do. And then if I'm seeing it, I'm asking them, "So, what can you do?"

And, um, I mean the majority of them are going to say, "I can look at my notes. I can look at the anchor posters. I can connect to something I've learned before. I can ask my partner." And they actually always know they can ask a partner, like, that's just a given.

Um, but I think the one thing that, especially in the beginning of the year and towards the middle, and I try not to do as much at the second half of the year is my questioning. Like, kind of letting them figure out how to get unstuck by themselves.

So I know in the beginning, like yeah, I'm going to ask them lots and lots of questions to, um, help deepen their understanding, or help them make some connection, or where could you look kind of deal. But as they're maturing I'm trying to get them to figure it out on their own.

And they're still students. They still have to say like, "Don't we have an anchor poster for that?" I think "Exactly" and I'm like...or I'll say, "Um, class, can anyone know which anchor poster we should point at?" And the kids would all point and I just look at the kid.

So it's kind of like, yeah, we're always going to get stuck but it's definitely addressed in the beginning. And then I'm personally more supportive in the beginning of the year and I try not to be towards the...