

DEIDRE GREVIOUS: What ways have you thought about differentiating the lesson to accommodate any student needs that might be in the room?

AMY BURKE: Right, well, first I want to thank you for sharing your students with me. This is not my typical class, so I don't know the students all that well. And so, I think that some of the strategies that I've put in place around the group work, so that peers can be supporting one another through the, the task, is one way for differentiation.

AMY BURKE: Also, I made decisions about just really basic things, like, just each pair will get the paper, so that that will ensure that someone is reading the questions aloud. And again, with the Chromebooks, that there will just be one per pair, so that, again, students are working together instead of just working individually or not working individually.

AMY BURKE: And again, I think the pauses that we've built in to ensure that students have time on their own, to have their own idea before coming together and contributing.

DEIDRE GREVIOUS: Yeah, so it sounds like you've been really thoughtful about the different ways that students are putting themselves out there and having a responsibility to one another, making sure that there are conversations that you get to help facilitate, but not control.

AMY BURKE: Mm-hmm (affirmative).

DEIDRE GREVIOUS: Yeah, that's good.

AMY BURKE: Yeah.

DEIDRE GREVIOUS: So, when we originally looked at this lesson, it kind of felt flat in that, if you just put it in front of the students, it's just there. And it seemed like it would be relatively challenging independent work. So, what did you do to look at the lesson and bring it more active, for the students to become better participators?

AMY BURKE: Right, so when we looked at the lesson, one of the things that jumped out was that there were going to be multiple representations of this phenomenon, mathematical phenomenon.

AMY BURKE: And so, definitely building in the time for students to have their hands on, and sort of, building the boxes is one way to bring that out, so that they have that tactile understanding of what we're actually talking about when we're talking about the cut size versus the volume.

AMY BURKE: Also, just looking at filling a class table and asking students to then take a moment to digest that table and talk to each other about their original conjecture, I think, will be a way for them to really interact with the mathematics in front of them, rather than just writing things on their own paper, without thinking necessarily.

AMY BURKE: Going into the Desmos portion, where students will see table and graph next to one another, I think that we've built in some prompts, or I'm hopeful that we've built in some

prompts that will have them kind of making those connections between. And I'm planning to come back at the very end of the lesson, back to the physical model, to see if we actually really understand what the graph was telling us.

DEIDRE GREVIOUS: So, there's also some interpretation as well as looking and touching and plotting. But all of these things then bring it more alive for them.

AMY BURKE: Right.

DEIDRE GREVIOUS: Yeah, great.

AMY BURKE: Yeah.