

SPEAKER: So I think it's really important to provide as many opportunities as we can to see student learning and struggling and discovering in action. So we have two lessons we have created, and we're very excited about that.

This afternoon's lesson took a slightly different trajectory than a lesson study lesson normally might take. Normally in lesson study, a group of teachers will come together because they have a burning issue, something that they're really struggling with or their students are really struggling with, and they come together. And the first step is to try to understand the content, raise the knowledge of the group a little bit more about whatever that issue is around -- perhaps study curriculum or reading research or consulting an expert -- so that the group can get a little bit more background and knowledge about whatever it is that they're struggling -- that students are struggling with.

Then with that additional knowledge, the lesson study team will devise a unit or a series of lessons that addresses that concept that seems to be so challenging. And out of that -- that may come from looking at your existing curriculum or looking at other options that are out there to address that topic.

And then our research lesson comes out of that unit or series of lessons on the topic. And we say, "Oh, here's a critical point in this stream where we really want to go in and look deeply at how students are thinking and learning."

So this lesson -- and that is where the research lesson comes from. So this trajectory was slightly different -- we started definitely with a burning issue, and that was around students understanding the classifications of triangles. However, it didn't start with a group of teachers at a school, but it started with a big ask to Hillary, like, "We want to be able to explore this concept in depth, and this is something that we see from our test exams that repeatedly is a problem for students." So this is more of an exploratory lesson. So instead of a team of teachers at a school working on a lesson, Hillary worked at it with some of her other coaches and teachers in her district. And constructing a re-engagement lesson, like how can we look at what students currently understand and go back to them and build a re-engagement lesson to hopefully move their thinking along a little bit differently.

So along the way, Hillary involved several people with her in this process, so I'm going to let she and Peta share that process with us now.

HILLARY LEWIS: So yes, I was asked to do a re-engagement lesson around the task Triangular Tiles, which is a 4th-grade task. And so I asked Peta to come in and help me design this re-engagement lesson. I have some 4th-grade teacher friends that I asked if I could hijack their classrooms. So I went into the first one -- do you want me to go into what the task was, or lesson, or just ...

SPEAKER: Whatever your process was to get us to this point.

HILLARY LEWIS: Okay. So I asked the first 4th-grade teacher friend for help. I had her give her class the geometry task. It was to classify triangles.

SPEAKER: Do you want people to have this?

HILLARY LEWIS: Yes, that might be good.

And -- so she gave the class the task and said, "You know, Hillary, I'm a little worried about this. I haven't taught geometry yet. It's April, and we don't hit that until later in May." And I said, "Well, you've given it to them. Hand it back to me. We'll see what comes of it."

So I -- yeah, the kids had no idea what to do with this task. Once you get it, you'll see there are three different triangles. They need to put it -- put each of the triangles in a grid to classify them. And they were putting -- they were filling every box. So triangle one could be in multiple categories. It could be both a right triangle and an obtuse triangle at the same time, according to the way they organized -- they really didn't understand what to do with this grid.

And so I went in. I thought, "Well, I'm asked to do a re-engagement lesson, so let's see what happens with this." And so I had -- I made large copies of -- oh no wait, I didn't use these. I used others. So these are the triangles and large copies of the triangles on the task. What I did for *those* students, I deliberately used *different* triangles and tried to have them re-engage with *different* triangles and say, "Okay, somebody might have put this here. Somebody might have put this here. What would be the right placement?" I found out these students really were struggling with the vocabulary of *scalene* and *obtuse*, in particular, but they still even -- I'm sorry, *scalene* and *isosceles*, but even *acute* and *obtuse*, they were struggling with.

So we had some vocabulary issues that we -- I realized that we had to do instruction. So for the next lesson ...

PETA ROBINSON: We changed direction.

HILLARY LEWIS: ... we added some instruction to this. We needed -- we knew that the students needed to have some instruction along with it, but I was still trying to do the re-engagement and the instruction at the same time. It took me, it took us two of these lessons to realize that they have to have the instruction and then later go back and do the re-engagement. So that's what you're seeing today.

Last week, I came in to a 4th-grade classroom and we did the instruction piece where we ...

PETA ROBINSON: [inaudible] re-engagement, what was the re-engagement for the other lesson.

HILLARY LEWIS: Well, sort of, yeah. And what we had -- we explored the vocabulary of triangle classification and had them generate -- there's a poster over there. In the end, they were able to place all of those triangles in those areas of the grid.

And so today, we're now going to re-engage with this task. When I left last week, I gave them this task and brought all the -- we looked over the student work at the end. The first two lessons that I did, I think ...

PETA ROBINSON: Five kids.

HILLARY LEWIS: Yeah, the first lesson, like three kids -- or five kids and then three kids knew what to do. But after the lesson last week, we had five students who *didn't* know what to do with this task, who struggled with this task. But all of them knew that one triangle went in one box. I didn't have that problem of one, one, one, two, two, two. So now I have a lot of

students know what to do with the task. And our new challenge became, okay, the re-engagement is going to be ...

PETA ROBINSON: An extension.

HILLARY LEWIS: More of an extension, thank you, Peta.