

SPEAKER: But if people could be thinking about evidence that they saw that students were able to classify triangles according to their size and angles, and anything that you saw that helped students move their thinking from one position to changing their understanding and having a new position. That's, I think, something that would be really helpful for us to reflect on, is what were the activities or interactions that helped students move their thinking? We're gonna go through the protocol of having Hillary and Peta and David comment on the lesson first and talk about the things that they observed that they thought were significant, and then April's also gonna comment. But I want to start first by thanking Hillary so much for bringing this lesson to life for all of us this afternoon. I think we can give her a round of applause.

PETA ROBINSON: Having been there for the pre-lesson as well and here, so I knew which students to look at. Even Tina, who had trouble last week, understood enough now to be able to comment in the conversation. I noticed the students who were having struggles with certain things last week were able to retain. Because even Juju had trouble last week as well, and he talked a lot today and was very clear in what he understood up until that one point. The same students who ... Just like last time, everybody was able to comment. I mean, they obviously talked with their partners, but I think got almost a good chunk of them to speak out and share. Even when somebody ... "Who would you like to call on to clarify your thinking or add on to yours?" and things like that. That was great to see because looking at what we were doing for this part of the lesson, I knew which students I wanted to kind of look at to see if they were able to grab what they didn't get from the original lesson.

HILLARY LEWIS: One of the biggest surprises I had in doing this lesson, because they seemed to be so successful last week ... There were a number of students who were struggling to tell me what a side and what an angle was, and getting mixed up on just what a side and an angle ... That was a surprise to me. I wasn't expecting that today, and so ... I wasn't quite sure what to do with that. They just seemed so successful last week with what we had asked them, and then probing deeper, that's something that they still seem to be struggling ... some of them, struggling with.

That was one surprise. Juju's misconception about when you rotate the triangle and now it's acute, that brought out a good conversation. Trying to prove that rotating didn't change the fact that it was still obtuse. I'm trying to remember what else I wanted to talk about.

That worksheet. They didn't talk as much about it as I had hoped. They got real quiet, and so you guys ... None of us got to hear as much as I'd hoped. I really had hoped that they would talk more, pair share during that. That I thought was difficult from the lesson study standpoint, and being able to observe what they were doing. I don't know, maybe you individually had different experiences with that, but I felt like that was difficult. They got quiet. Paper, pencil, ruler, and they got quiet. Some of them. Some of them you're not gonna quiet down.

That was ... I was trying to figure out what to do with that and that didn't get better until I threw in the three obtuse angles, and then they were able to talk about that. Those were some of my challenges as I went through it.

SPEAKER: [inaudible] thought Juju was a golden plant. I thought it was perfect, and that it just revealed something that I wasn't thinking about. They showed actually a little bit of this last week, [which] is that the orientation of the triangle so influenced the way that they saw it, and that even, really, like right angle, even though that's the easiest for them, things to grasp, that still is ... They're still not exactly sure about how to confirm that, and eventually put it on the graph paper, but even still just the orientation, that the orientation shifted their thinking so much was really an "aha" for me. So I thought that that Juju brought that up was just probably happening beyond his brain. Had to have been happening in other brains too. Well, does that change the kind of triangle that it is? No, so I thought it was great that he provided that fodder for people to kick around.