

LINDA FISHER: So you know your kids better than anybody: what struck you as you watched the lesson unfold?

JEAN LIU: I think generally they are pretty engaged. So they are, the majority of them. But what really stood out was it brought out the strengths of the kids that sometimes don't participate. So I would say, I assumed that the "higher" kids would be all over those problems, but it was generally sort of the middle range kids that spoke the most, and they were really engaged. They loved the manipulatives, so that was one of my surprises, was, "I can't believe some of the kids who never—I'm going to have to pull out sticks to get them to talk!" They were so excited to contribute. Also, I noticed that there were so many—they really showed today the different range of thinking, the different ways of thinking. For example, the Valerie and Cindy problem, my boy who has attention problems, said, "It's all messy! I don't understand that one." However, another student said, "I like the one that was on a diagonal." So, it was the thought processes, how they think. I also noticed, when we went into the in-depth problem, we lost some of the lower, the weaker kids. But that brought up the higher thinkers, and they were having this discussion: "Oh, let me clarify!" That really, those are moments that really are strong in my class, because they have been together for a long time. That is what their strengths are. They like going into deeper thinking. This allowed them to show off. I think that's.... yeah. I really enjoyed today. For me to sit back and see them, this is their strength, is the discussion, and showing that off to all of you. So thank you for coming!