

LINDA FISHER: I'd now like to open it up to observers, if you want to comment on some of the mathematics that you saw, or some aspects of the lesson that you found interesting...

TEACHER 1: What I noticed that I really liked about the process was that when you put the problems up on the board, the different solutions, and they weren't quite accurate, and the kids could look at them, and they started thinking about them. They could see where the person who did that problem got their answer, or could have misunderstood what it was asking. They could walk through, or talk through it and say, "Okay, that's how they got there." The one with one cream, two chocolates, for example. The one you showed where there were 9 creams and 18 chocolates. I think it was the boys in the back right corner were saying, "They misunderstood the problem. They were thinking 9, they were taking the 9 and thinking they had to times that by the 1 and by the 2. That's how they came up with it. But they weren't thinking about, or they didn't catch the 'in all', so what they needed to see was there were 9 cups in all, and then go and figure out from there." I really liked that they could take those problems, or answers that you posed to them. They could see where another student could have misinterpreted the problem, or where they went wrong. Or maybe not "wrong", but off the wrong track.

TEACHER 2: And I like the process of reengagement because it gives them a chance, just like we were able to have a chance to be exposed to the methods and the problems and kind of have a rough idea of what to expect. Like today, to give them a chance to work it out without any prior knowledge of all the different methods of solving a problem, let them work it out the way they want to work it out, and then be exposed to how other people work it out. Then also to have the chance to work it out again, to see how other people got their reasoning. That further increases their understanding, and increases their logic. That communication, I think, is very important because especially in math, I don't think we're encouraging our students often enough to communicate with our words – written or verbally – about how we solve our problems. I think that just helps pull in those struggling students, and helps encourage those stronger students. What one student may be struggling with, he may be strong in maybe drawing something, or working it out with manipulatives. To give them the opportunity just further encourages them in terms of furthering their mathematical understanding. Also, it furthers the teacher's understanding, in terms of "What does this student need, and how does this student learn, and how can I further support them?" Because if we're just expected to have the students work it out with the algorithm, I think we're losing a lot of students. And I think we're cheating them. So I think this process is amazing, and I think that having them go back and correct their work is just a great thing for them, with the correcting pens. And even encouraging them, "See how many ways you can get the correct answer. Or see how many ways you can figure out how they got the wrong answer." It just furthers their understanding. I think that's great.

JEAN LIU: I think this method is great for teachers, because when a child comes up with something completely new that I haven't even, you know, I didn't even think about. I noticed Hillary was clicking too, like "Okay! All right!" Usually, at that "clicking" moment for me, I have the child come up and teach. So they're teaching the class a new method, and reaching to kids that I don't reach to. I find that often in this class.