

LINDA FISHER: When you guys were planning the lesson, how did you think about the learning needs of different students in the classroom, or how do you think the lesson will affect different students in the classroom? Students who had trouble with the task and students who sort of whipped right through all the questions?

HILLARY LEWIS-WOLFSEN: We will be addressing incorrect answers, and the students who've had trouble with a task, and I hope that they recognize some of their answers and are able to see where the logic doesn't match and hopefully that helps push them, and help find where they can be successful, and where the correct answers are. Do you want to talk about the...?

CAROLYN DOBSON: When we first came at it, the concern was with the students who had not been successful. But in delivering the lesson, we found that it was so exciting for the children that already had answered it, they didn't find it boring at all, because they were looking at it through different lenses and with a different perspectives. Seeing completely different ways of approaching the problem!

LINDA FISHER: I think there's something about the way that you have posed the questions that makes everybody have to rethink whatever they had done originally. I think that rethinking is doing it. Somewhere, it seemed like you were talking about that students were maybe, like learning the process of developing a logical argument or justification...?

CAROLYN DOBSON: The kids were asking us for evidence, were asking us to show them why they're thinking the way they're thinking. I think one of the things that makes them reexamine is is that they don't have their papers in front of them. Oftentimes we give the papers back and then start discussing them. In this case, they don't have them. We're just looking at the question all together, and re-remembering how it felt to do this problem. So they're re-doing it without any work, in front of them.

LINDA FISHER: So I kind of think like, as I've observed the lesson now, a couple of times, kids are sort of like talking their way into understanding. So they may have solved it really fast, but they weren't really sure about why, and this sort of helps to *cement* or solidify the types of thinking that they do so that they can remember it maybe for future problems.