

CECILIO DIMAS: Um, can you also tell us a little bit more about the, uh ... The original lesson had two parts.

ANTOINETTE VILLARIN: Yes. [laughs]

CECILIO DIMAS: And, um, can you talk to us about how you chunked the problem into two different parts, and the rationale behind that?

ANTOINETTE VILLARIN: Okay. Well, pacing and time's always been an issue for me. Like I even just ran out of, ran out of time today, um, in terms of like the ending, and how I wanted the students to check in. But I just knew that we hadn't talked about midpoint yet. Um, they don't, they don't know the midpoint formula. Like we haven't gotten that to that in our curriculum. Um, but I do know that they know a lot about slope, and that they've graphed points on a line and they know what a quadrilateral is because we've talked about properties of quadrilaterals, but they, um, they haven't seen midpoint.

And so, knowing that, I knew that I couldn't do both at once, where one part was looking at midpoint, and then, I think, the second half of the task, problem three and four, were looking at special quadrilaterals. I had to piece it separately, and I knew midpoint was going to take the most. And I don't know if it was captured, but I, as I was walking around, while the students -- when I forced them, and I said, "You need to put your pencil down and make sure that you share with each other what, um, what the question is asking you and how you're starting it." I did hear a student or two say, "It's asking for midpoint. Like, what is midpoint?" And I love that! That was like my favorite thing, because I felt like it gave them a reason to start to learn what midpoint was very informally.

CECILIO DIMAS: Mm-hmm. Um, as you think about Monday morning ...

ANTOINETTE VILLARIN: Uh-huh.

CECILIO DIMAS: And the next lesson, what are some things that are, um, surfacing for you as you think about how you can create a space to hold cognitive demand and keep rigor high, um, create a space where the students will continue to have access to the ideas, not just their ideas at their table, but also what they're able to hear from their classmates, um, and then continue to gather some formative assessments? As you think about Monday's lesson, what are some things that are surfacing for you?

ANTOINETTE VILLARIN: So, I feel like I, um, ended it at a point that I thought would be the middle of my lesson, which was, like, talking about justification -- which I had forgotten to announce at the beginning, but I'm glad I was able to squeeze it in at the end -- that I might actually take their work and start to pair them up. Um, I was thinking originally of having them be in same-groups, um, like everybody who solved it the same way.

But now that I've heard the two different ways that students have solved it, and it seemed almost, not half and half, but about, approximately half, that if I pair them up with somebody else

that has solved it differently, to switch justifications and read each other's, and see how convincing it is to somebody that solved it a different way, I feel like that's going to be where my starting point is. Um, I would like to list, maybe, all the different strategies they had on the board and then see if maybe somebody had any extra ones that they had noticed.

Because, at the end of class, there was one student that said, "Well, Ms. Villarín, I found that if they were congruent, um, if the quadrilateral was congruent, there was another way to find it." And I said, "Can you save that idea for Monday?" So, I feel like I can add to the list and then also strategically pair them up so that they're showing each other how convincing their justifications are to somebody that did it completely different.