

PAM BROUSSEAU: If you were to teach this lesson again ...

MELISSA NIX: Mm-hmm. [affirmative]

PAM BROUSSEAU: ... what, if anything, would you modify?

MELISSA NIX: Um, I might have given them more opportunities ahead of time to see what happens when you multiply two variables together. These particular students just had not had much experience with that.

PAM BROUSSEAU: Mm-hmm.

MELISSA NIX: So I didn't want that part to be the sticking point.

PAM BROUSSEAU: Okay.

MELISSA NIX: But that said, I think as that was a sticking point, I think there was a lot of sense-making being made, and so there's benefits. So it's kind of a hard one, because I'm afraid if I front-load them with that information ...

PAM BROUSSEAU: It might take away something.

MELISSA NIX: It might take away something.

PAM BROUSSEAU: Because there was a lot of grit in there today.

MELISSA NIX: Yeah.

PAM BROUSSEAU: A lot of grit for growth.

MELISSA NIX: Honest. I mean, it's -- we're gonna have a really rich lesson tomorrow, and I'm excited to hear what they come back with um, in terms of their thinking. You know, a problem's not solved within 24 hours, so it's okay that they're going home and sleeping on it. And I'm sure they're gonna come back to it.

PAM BROUSSEAU: George Pólya.

MELISSA NIX: I know. Thank goodness for that guy, because it's a really great concept and quote. I don't -- I want them to take it home and think about it.

PAM BROUSSEAU: Absolutely.

MELISSA NIX: Um, yeah, I mean I could have actually had some algebra tiles available to them, but I didn't want them to be confused about x and y , and now they're dealing with x and z 's ...

PAM BROUSSEAU: Mm-hmm.

MELISSA NIX: ... and what do you do when it's one and a half? And what do you do when it's one half?

PAM BROUSSEAU: Mm-hmm.

MELISSA NIX: And so I kind of liked that it was all abstract. I'm not sure how I would change it. I mean, maybe front-load that. Maybe let them move around a little bit more. But I'm not sure how I would do that, either. Just felt like they had a long time of sitting, so I--

PAM BROUSSEAU: Mm-hmm.

MELISSA NIX: How could I change that up a little bit?

PAM BROUSSEAU: Mm-hmm. And once again, it's a reflective question ...

MELISSA NIX: Right.

PAM BROUSSEAU: ... to help you grow as a professional, and maybe you won't change anything. Or maybe you'll change it depending on the group of students.

MELISSA NIX: Sure.

PAM BROUSSEAU: And how it's unfolding in the moment.

MELISSA NIX: Right. And I changed even what my lesson plan trajectory was based on where the students were and how they were interacting with me, and the lesson, and where it was going. So I -- you know, I think that's part of the craft is to modify based on your students. It's an ongoing formative assessment.

PAM BROUSSEAU: There you go.

MELISSA NIX: In the moment.

PAM BROUSSEAU: [Laughs.] Absolutely.

MELISSA NIX: Live and in the moment.

PAM BROUSSEAU: Yep. Live and in the moment.