

ANTOINETTE VILLARIN: This is going to take more than one day, because there's actually more cards that go with it that we're going to attach. Okay? Right now, we're just graphing the graphs. So before I have you officially decide what your matches are, right now the ones that you are confident in and you can explain and your partner can explain, I'd like you to make sure you record on your paper and you have a justification for. Okay?

So if you can even just write the matches that you believe are matches, and put them on your desk. All the other ones that you're unsure of, you can just kind of put in a stack off to the side. I'll give you about a minute and then I'll tell you what to do next. Okay, so go ahead and just record the ones that you're confident are matches in the discussions that you had with your partner. Okay? I'll give you a minute.

And then go ahead, so which ones are you confident about?

STUDENT: Twelve and one.

ANTOINETTE VILLARIN: Okay, so let's stack them together.

STUDENT: Told you.

STUDENT: [inaudible]

ANTOINETTE VILLARIN: I'm not telling you the answer. I don't know if it's right or not. So you think twelve and one. What else? Two and six. What else? Okay, so let's find them and stack them together.

Okay, so I think we would all find it very valuable if we could walk around and talk to other partners and other tables. Okay? So what we're going to do is what we've done with FALs [formative assessment lessons] before where I have...and I'll wait until everybody's ready. When we've had one person stay and explain their work -- and you all have papers that have your matches and your justifications -- and one person travel and look at other people's work, and justify with other partners whether or not your matches are the same.

Okay, so this is what I'm going to read to you really quickly while you're recording, and I'll tell you who Partner A is and then who Partner B is, and we'll do some walking around. I'm not going to let you choose, okay, because if you've been talking to your partner, you can stay and defend your matches even if there's only one or two matches that you have. Okay?

So if you're staying at your desk, you're going to be ready to explain the reasons for your group's graph matches. So they should be able to see it, and you'll have your paper where you could show it to them. But I want you to explain it to them, not just show it to them. Okay? If you're visiting another group -- you're traveling -- you're going to copy your matches onto a piece of paper. But what we did is on the back, we've written matches that are different than yours.

So if you turn it over on the back...and I can give Serenna hers. During your gallery walk, because that's what's happening, is you're going to write down matches that are similar, and justifications that are different than your explanations.

Okay? So if you think G2 and G6 was a match but somebody wrote a different reason, you're going to match it here, okay? And you're just going to record. So the back is kind of like your recording of what you're seeing is different in other people. If you see people with just completely different cards, you're going to record it back here so that you can take the back of this work back to your partner and make any modifications. Okay? Are there questions on that? No?

Okay, you're explaining, you're asking questions. If you see one person at another group...you see one person at another group and there's too many people there, then you're going to want to make sure that you kind of separate yourself so that everyone is evenly distributed. I also want you to look at the middle. What cards did I highlight in the middle? G4, G8, and...

STUDENT: G9.

ANTOINETTE VILLARIN: Why do you think I want you to talk about G4, G8, and G9? Raise your hand. Raise your hand. Veonna?

STUDENT: It had missing information.

ANTOINETTE VILLARIN: It had missing information. Okay? So it says here, "The following cards had missing information. How is the information that others added similar or different to yours?" So you're just collecting information as you go, okay? Does that make sense? Paresh, does that make sense?

STUDENT: Yeah.

ANTOINETTE VILLARIN: Yeah? Okay. All right, questions? Okay, Partner A, you are going to stay, Partner B, you are the traveler.