Nic Lems
2-26-2016 10:15am - 10:39am
2nd period
17 students - Math 3 "yester class"

Clarify
"What does google say?"

"Where did you get the 2π from?"
- "Where did we get the 2π from?"
*lets students figure it out and answer it for themselves

Yester class -		Today -	
Degrees	coterminal	coterminal	Radians
Degrees	reference angles	reference angles	Radians

*justify answer to clarify

"punch it into your calculator" to clarify

clarify by comparing:

$\frac{17\pi}{38} \approx .44\pi$ "is it bigger or smaller than $\frac{1}{2}\pi$?"

Very patient.

My Takeaways

Nic is so patient and gave students so much time to think and puzzle out one single problem. He made a false claim and made the students prove him wrong and convince him they were correct. What a great strategy to get them to a higher level of thinking! Nic also did a great job with clarifying statements, but didn't explicitly state that he was clarifying. It might be good to say "Let's clarify that... what did google say?" so students connect their questions and statements to the reciprocal teaching strategy. There are so many ways to clarify. Loved the clarify by comparison.

$\int \frac{1}{\sqrt{x}-1}\,dx$ $\quad u=\sqrt{x}$

$du = \frac{1}{2\sqrt{x}}\,dx$

$\int \frac{1}{u-1}\,2u\,du$ $\quad 2du = \frac{1}{\sqrt{x}}\,dx$

$\int \frac{2u\,du}{u-1}$ $\quad 2\sqrt{x}\,du = dx$

$2\int \frac{u}{u-1}\,du$ $\quad 2u\,du = dx$

9:50 - 10:30

$\cancel{2\int \frac{u(u+1)}{u^2-1}\,du}$

$u-1 \overline{\big)\, u}$ $\quad 1+\frac{1}{u-1}$

$2\left[\int 1\,du + \int \frac{1}{u-1}\,du\right]$

Leah Lorton
3-11-16
6th period - Calculus
17 students

Summarize: "What did we do yesterday?"

"good clarifying" "Does that clarify that for everyone"

Wow! You can "skip" so many steps with these students.

Lets them look at a problem first. Try it before she does anything.

How many of my students would actually <u>try</u> it? So many wait for me to tell them what to do. Do my students really need all the babystepping or is it a crutch

"Make a prediction for me. What will the answer have?"

"What can we do?"

My Takeaways

Leah did a great job of explicitly stating the Reciprocal Teaching strategies when they were used. She teaches advanced students ~~are~~ who are self motivated, so the expectations are different than mine. I usually give my students hints to get them started on a problem. She doesn't. She just lets them puzzle it out. Could I do this with my own lower level freshmen students?

Shalon Jones-Miller 10:05 - 10:35
3-16-2016
2nd period - Pre-Calc
18 students (17 + T.A.)

Going over quiz

Geometric sequences

*every student is taking notes!

*"What do you notice?" followed with
"How do you know?"

Signals: raises hand

*shows multiple representations.

"compare it with your group members to see if they got the same thing.

20.1.05'14

Went over multiple strategies for looking at the same problem.

My Takeaways

Shalon's class was a high level senior class, so it is not surprising that she had high expectations that were met. Students were all engaged! I loved that she went over answers on the quiz as soon as it was done. I need to do this so my students can quickly correct misconceptions.

She told a great story of our shared college experience. I love sharing that story with my students.