

accessible audio transcript

Reflect and Debrief

My focal child met the goal of the lesson which was to use algebraic thinking to find 2 unknowns and his approach was to use a systematic guess-and-check method.

Watching my focal child do this problem confirmed that he does really well with a partner; he can think out loud and get feedback, he can sustain his attention. I think the social aspect increased his motivation. And moving forward, I'll adapt lessons to include a final product; having something to showcase students' thinking increased my focal student's engagement and attention. And my gut is that this is something that can always help him and be a great support for the rest of my class, too.

The bicycle and go-cart manipulatives, and the placemat, helped my focal student and other kids in my class, stick with the task; finding 2 unknowns took time. And I think giving them the cut outs and a placemat was a better choice over trying to make a table to organize their writing, which is something I also considered. My hunch is that I would have had to do a lot more scaffolding for us to come up with good column headings. The way we did it, the kids intuitively figured out how to use the images and placement to help with their work.

Working with colleagues to figure out adaptations to try out helped me come up with supports that improved my class's learning experiences.