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THE LESSON STUDY

Week 10: Thursday, May 20th 2021



Lesson Study Details

- Students placed into groups of 3-4
 - Groups consistent of students with mixed abilities
 - Some groups are a mixture of in-person (Roomies) learners and distance (Zoomies) learners
- Students self-select group roles and complete a collective task on [Desmos](#)

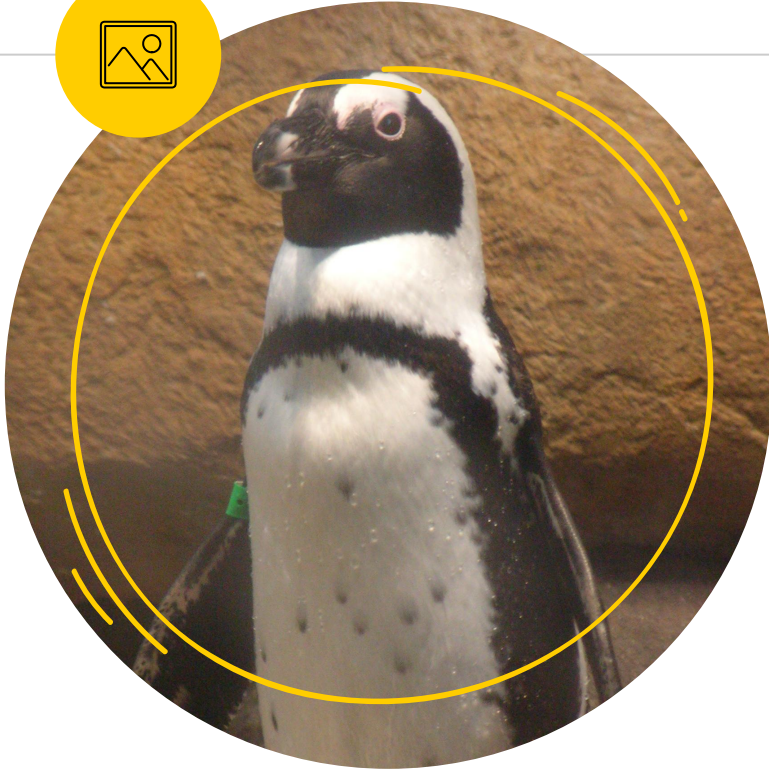


desmos



Focus Student 1 (FS1) Noticings

- Student was disengaged from the task occasionally
- Asked a group mate for help on interpretation of filling in the t-table
 - Group mate asked FS1: “How many days would you need to work until you started to earn money?”
 - FS1 expressed understanding of the problem



Focus Student 2 (FS2) Noticings

- Accurately filled out the t-tables, but did not work with his group mates on the task
- Upon noticing FS2's completion of the task, his group mates asked him for help on filling in the 2 t-tables



Focus Student 3 (FS3) Noticings

- Mentally completed t-tables/ math tasks and helped out his group mates
- Finished the tasks early and was playing with his friends after finishing the tasks
- Shared his thoughts twice in front of the class

How can we support students in recognizing the importance of being a part of the learning process (their own and others) as more important than the right answer or their grade?

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EQUITY THEME

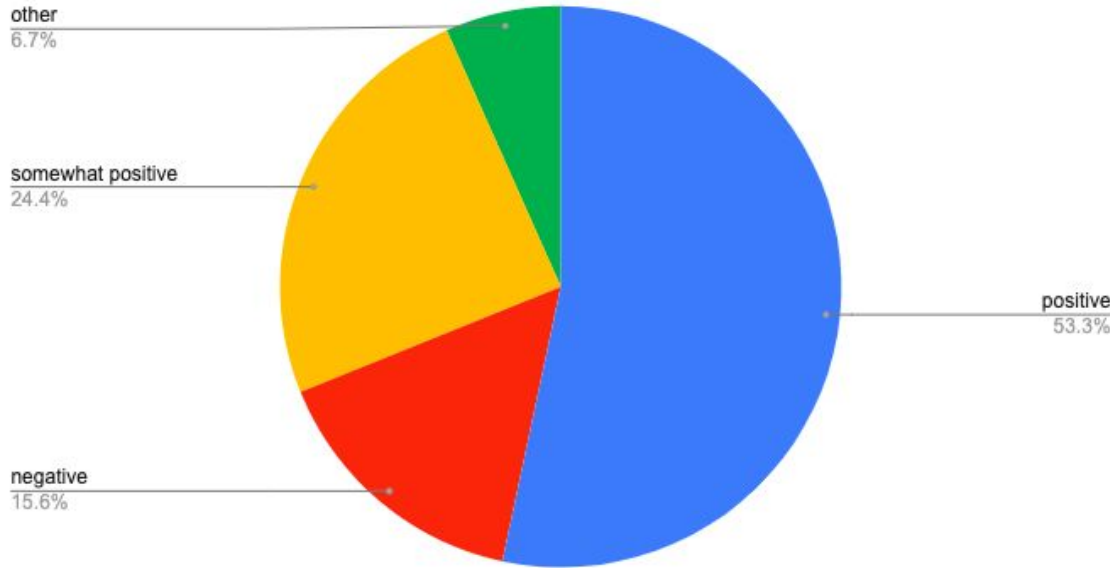
If we employ collaborative and reflective assessments while students are making sense of linear equations **then** students will develop their metacognitive and self-reflective capacities **as evidenced by** students feeling more open to sharing their thinking and listening to others.

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LESSON HYPOTHESIS

How did it feel to work with your group members today?

Perception of Group Dynamics: How did it feel to work with your group members?



FS1 Response: "i thought it was snazzy"

FS2 Response: "I think it was ok"

FS3 Response: "it was okay"

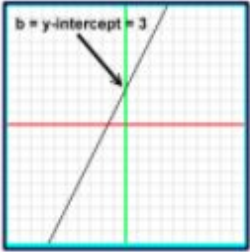
What the data tells us:

- A majority (**53.3%**) of students had a positive perception of their group dynamic
- Most negative (**15.6%**) perceptions of group dynamics stemmed from lack of true collaboration between in-person groups and mixed groups (with Roomies and Zoomies)

Students will be able to use their understanding of slope-intercept form to interpret **the y-intercept** (initial value) and the **slope** (rate of change) in **real world scenarios**. Through a complex instruction group activity, students will more deeply comprehend the y-intercept.

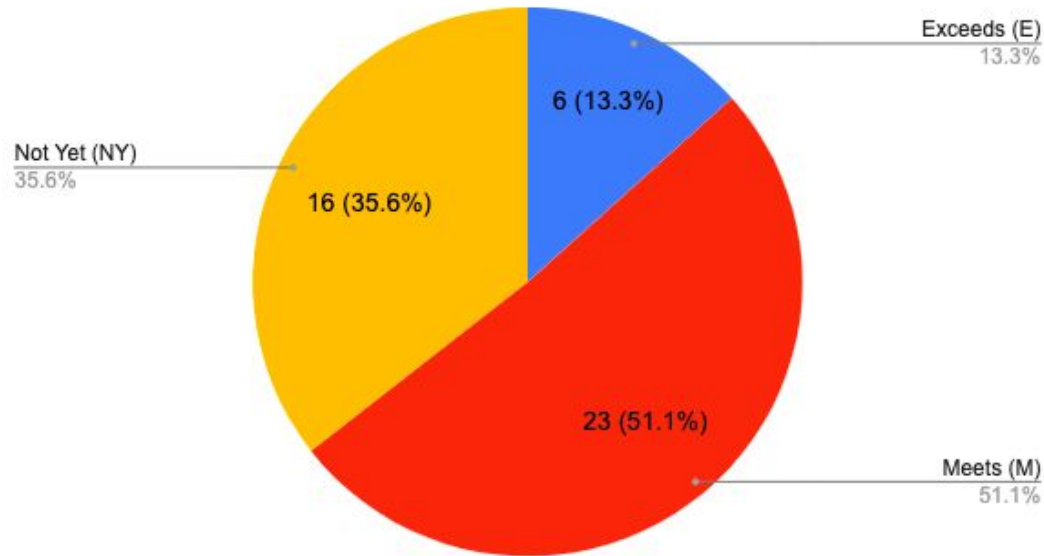
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CONTENT UNDERSTANDING GOAL

Statement	Examples
I can explain how changing the “y-intercept of a function ($y = mx + b$) affects the way that the function looks.	

FS1 Response: Not Yet (NY)
 FS2 Response: Exceeds (E)
 FS3 Response: Meets (M)

Statement 1 - Self-Assessment



What the data tells us:

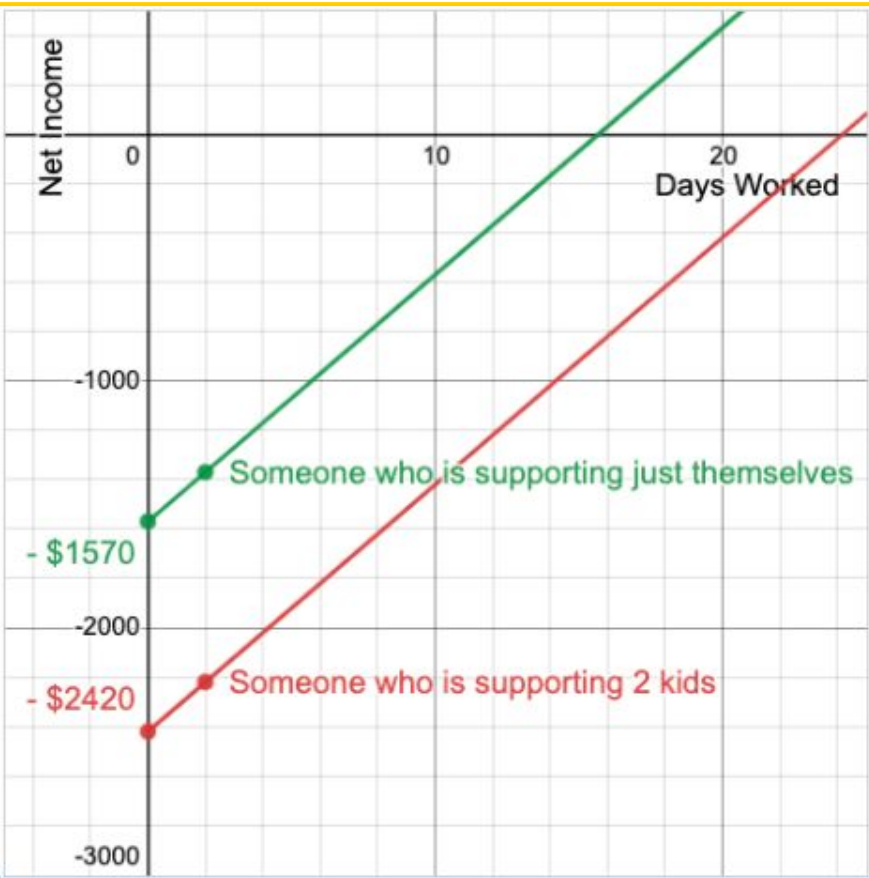
- Students subjectively felt comfortable (Meets or Exceeds) with the concept of the y-intercept (**64.4%**)
- Around $\frac{1}{3}$ (**35.6%**) of the students still don't feel comfortable with the concept, so this warrants revisiting the idea!

What do you think the y-intercept of - \$1570 from today means? *

FS1 Response: "idk like some amount of money"

FS2 Response: "It means your expenses"

FS3 Response: "Well people might say that's nothing depending on the circumstances but to me that much money is a lot"

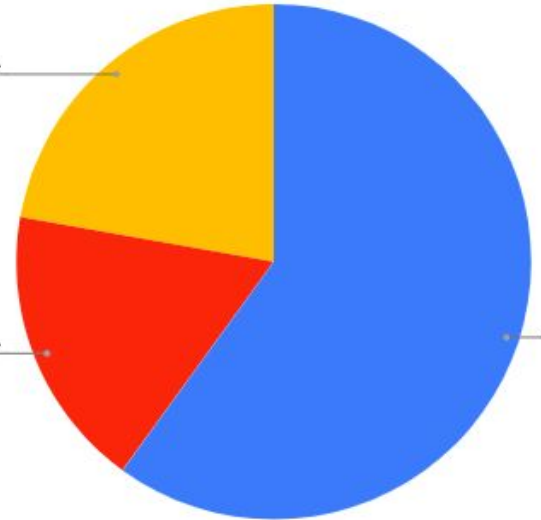


Accurate Interpretation of the y-intercept in context

Incomplete Understa...
22.2%

Inaccurate Interpreta...
17.8%

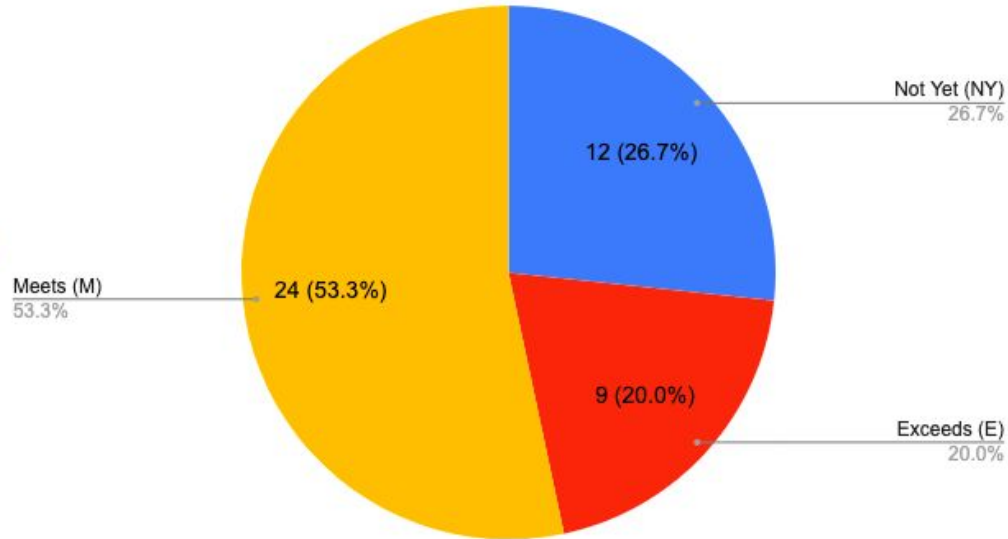
Accurate Interpretation
60.0%



Statement	Examples
I can explain how changing the "slope" of a function ($y = mx + b$) affects the way that the function looks.	

FS1 Response: Not Yet (NY)
 FS2 Response: Not Yet (NY)
 FS3 Response: Not Yet (NY)

Count of Statement 2 - Self-Assessment



What the data tells us:

- 12 (**26.7%**) of the respondents did not feel comfortable with the concept of slope, which might require a review assignment or individual check-ins with those students
- A majority (**73.3%**) of students feel comfortable with the idea of slope!