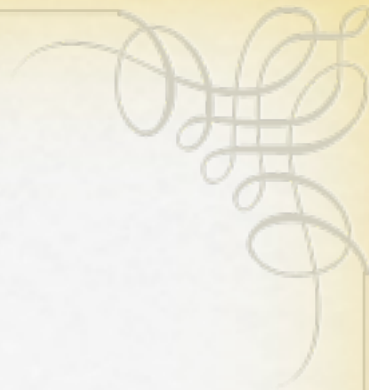
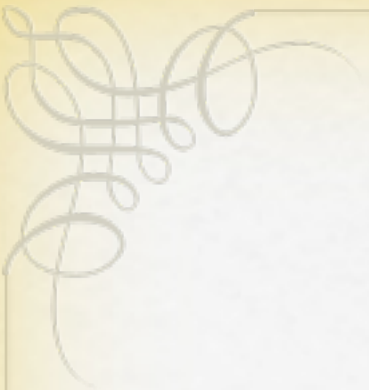
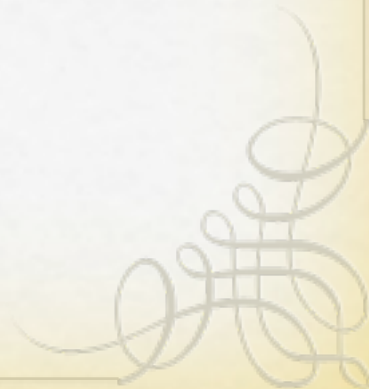
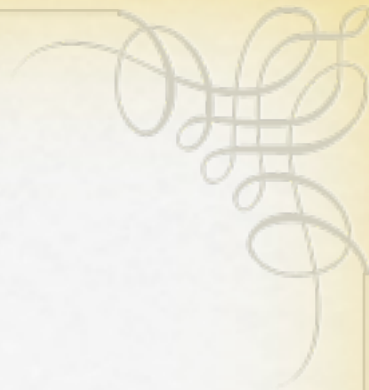
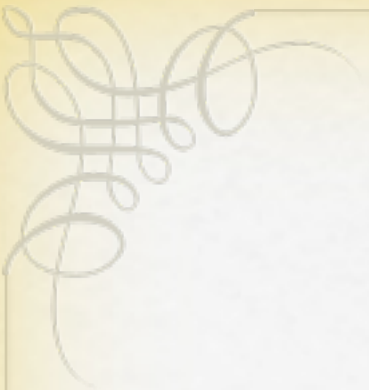




LESSON STUDY

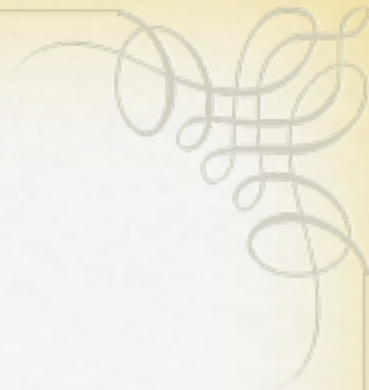
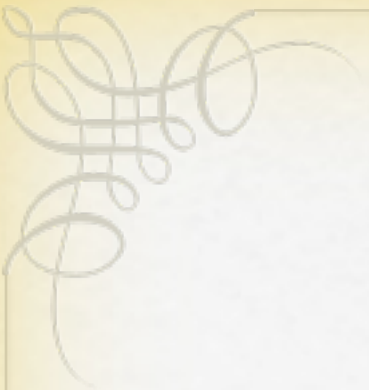
OCTOBER 1, 2012





WELCOME

- ✱ Introductions
- ✱ ‘Historical’ context
- ✱ Past experience/knowledge
- ✱ Problem #1
- ✱ Problem #2
- ✱ Logistics



HISTORICALLY

✱ Armando Preciado

PAST EXPERIENCE

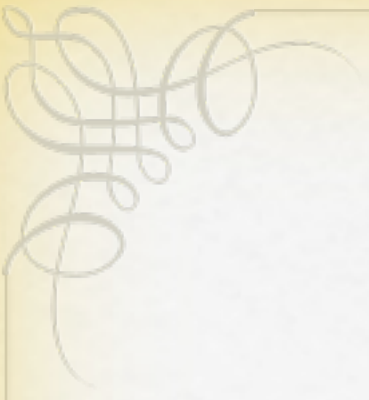
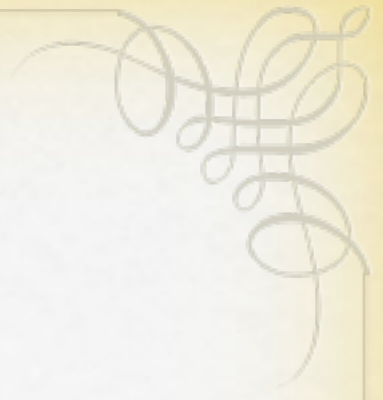
- ✱ About 20 teachers involved last year
- ✱ Met at the Calgary Science School every two weeks
- ✱ Guidance provided by CSS based on their prior experience

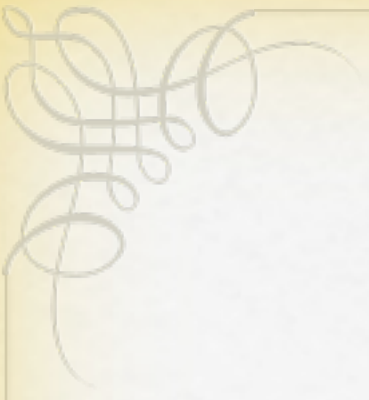
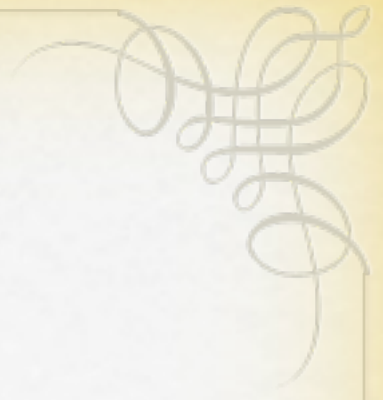
BREAK

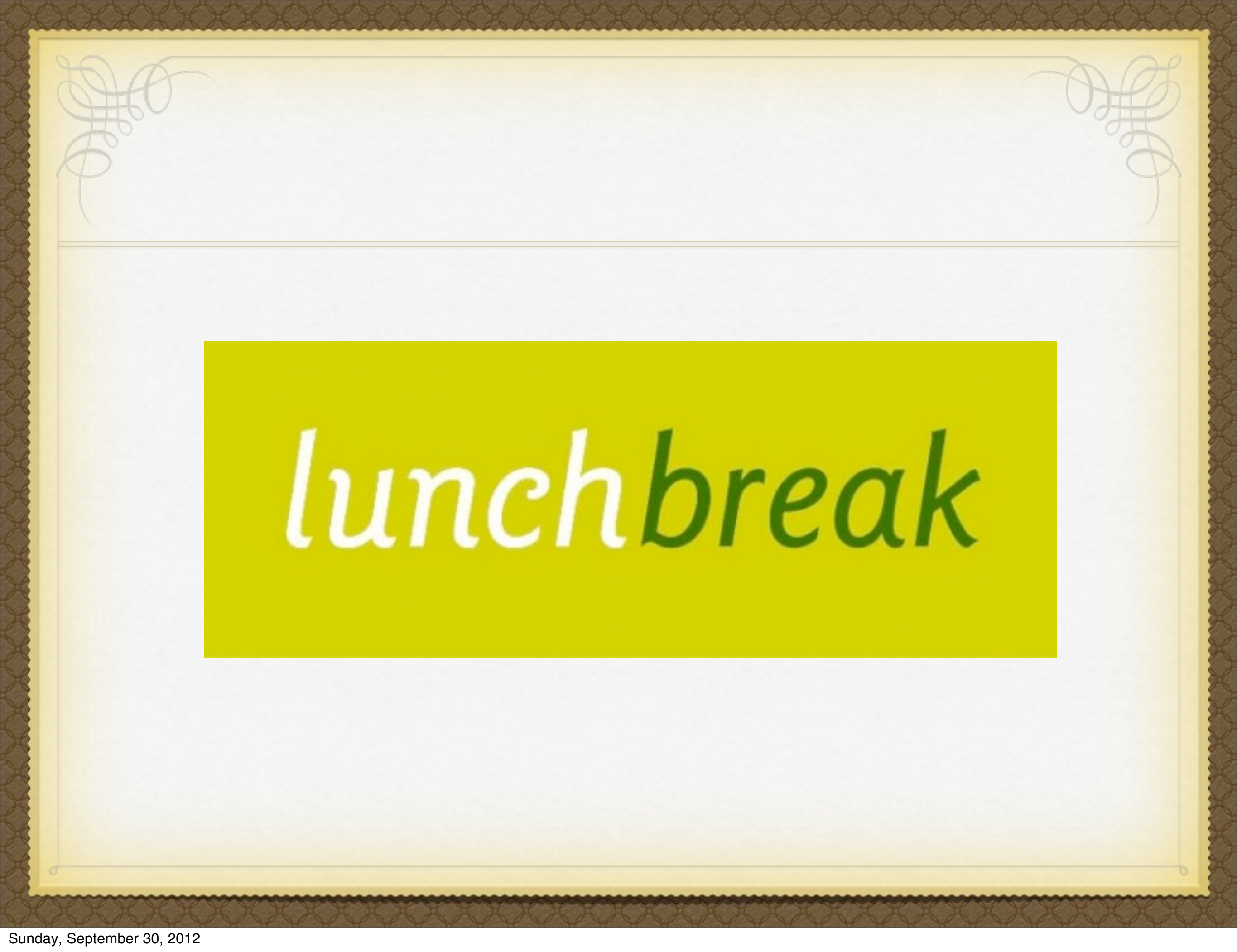


PROBLEM #1

- ✱ Who Finishes When?
- ✱ Alice's walking rate is 2.5 meters per second. Her younger brother Mack, walks 1 meter per second. Because Alice's rate is faster than Mack's, Alice gives Mack a 45-meter head start in a 100 meter race. What happens in the race?
- ✱ Explain your strategy for solving this problem and give evidence to support your answer.

- 
- 
- ✿ What if there was no head start?
 - ✿ How long would it take Alice to erase the head start?
 - ✿ How can you make the race closer?
 - ✿ How can you make the race a tie?

- 
- 
- ✱ How do the various solutions show the same information?
 - ✱ How do the various solutions show different information?
 - ✱ Which solutions/representation do you think is the easiest to understand? Why?
 - ✱ What change(s) could you suggest to make the problem more interesting?



lunchbreak

PROBLEM #2

✱ What time did the ice begin to melt?

BREAK



LOGISTICS

- ✱ 3 Cohorts - Rocky View (5), Golden Hills (10), Westmount (5)
- ✱ 3-4 half day follow up meetings
- ✱ Complete by beginning(ish) of December
- ✱ Reflections will be collected through final interviews and post-survey

FOLLOW UP MEETINGS

- ✱ All cohort members meet at one school
- ✱ Observe one class for evidence of student learning
- ✱ Debrief lesson observed and share learning from observation class and your own experience
- ✱ Learn new problem

OBSERVATIONS

✧ Guidelines

- ✧ Do not interfere with the natural process of the lesson; however please circulate, listen and talk to students when appropriate
- ✧ Take notes of what you observe and be detailed
- ✧ Distribute yourselves (don't all watch the same group of students)
- ✧ Decide on a focus for your observations

DEBRIEFING

✱ Guidelines

- ✱ The teacher who taught will comment first
- ✱ When discussing something from the lesson, be specific
- ✱ Bring evidence and be particular
- ✱ Be positive first
- ✱ Be reflective

TO DECIDE WITHIN YOUR COHORT

- ✱ Which problem?
- ✱ When are you going to do it by?
- ✱ How are you going to collect evidence of student learning?
- ✱ Whose class will be the first observation class?
- ✱ When are you going to meet next?
- ✱ When? Where? Time? Class?

OTHER

- ✱ Gathering data/information at your school
- ✱ Sub Release
- ✱ Moodle - <http://learning.arpdc.ab.ca/course/view.php?id=190> - Lesson Study; username: email address and password: changeme

OTHER

- ✱ Questions?
- ✱ Homework
 - ✱ Use the problem in your class and gather evidence (video, audio, artifacts) of your students' learning
 - ✱ Read “Lesson Study: The Impact on Teachers’ Knowledge for Teaching Mathematics”

CONTACT INFO

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