



When this happens I try to stand back, not jump in (SO HARD!!!) to let them talk through that discomfort and figure it out on their own. I always think of that one video I saw of Jo and Cathy teaching where an

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| 24 | 157 | 57 |
| 54 | 27 | 33 |
| 43 | 40 | 25 |

incorrect answer gets put up on the board and they're really chill about it! They leave it up and eventually the kids end up having an AMAZING discussion that probably wouldn't have happened if that answer hadn't been up there. So, anyway, for this week **GOAL**: I'm gonna try to be more aware and try to notice how I respond when mistakes happen. I'll try to let them work it out and then highlight how the mistake was helpful for everyone. Maybe that'll help that discomfort around mistakes I know they still feel?

OK... So, solid plan for this week around mistakes, now the next rain:

Note to self:
My students can handle this!

This is about struggle and I think I really value struggle, I mean, I'm always telling them struggle is good for their brains and they even tell each other things like "this is so hard! our brains are growing!" so I know I'm doing a good job there, but in reading this now I'm realizing that sometimes I interrupt students to jump in and help them toward a solution and I do this out of desire to help, but yeah... not the best for them. I guess, again, in practical terms

my mission will be to try NOT to jump in when they're struggling (I SEE A PATTERN HERE!!!). I remember hearing from a teacher that she sat by the group of students taking notes to give students feedback and that helped her keep busy so she wouldn't jump in. That seems like a thing that will help me. I'll give it a shot if nothing else!

Idea to try:
take notes to keep busy!

Looking at the third row I can't help but think about how much questioning is connected to what I noticed about mistakes and struggle. I love hearing multiple methods and encouraging many ways of seeing and thinking when we discuss as a whole class, but I think maybe because of that my questions became too leading at times (I tend to do this when I interview, as I talked about above). I once heard from a colleague of mine that Cathy Humphries says:

"never ask questions you know the answers to"

which makes sense to me but in the moment I sometimes end up doing the opposite (UGH!). So I guess, in practice since I'm focusing on this stuff this week (at least! now with all these goals I'm thinking it might take longer but that's okay!), I'll try to be very

purposeful in asking genuine questions about how students are seeing the math or how they're thinking about the problem. That way I'll keep myself from asking questions I know the answers to. We'll see how it goes!

Reminder:
Ask GENUINE questions!

Overall I'm really excited to give all of this a shot. I'll try to jot notes down for myself around my plan, collect evidence from what I see and hear in class. This feels like a lot, but the good kind. I'm looking forward to getting this process going and then, once I'm more comfortable with all of this, coming back to the hexagons to reflect on other areas of my practice.

Note to self:

I can do this!!!