Explicit Instruction Module 6—Part 3

Dr. Devin Kearns

All right. Now, we've talked about the supporting practices. We've talked about the purposes of eliciting responses. We've talked about how to match them to the learning outcome. Now, we want to make sure we match them to student ability and literally, that's the objective is learning how to match the method of eliciting responses to student ability.

Let's think about this in terms of DBI framework. We've said already that we're focusing on explicit instruction principles because when we examined student progress, we found that they weren't making adequate progress and we think that the reason is that we need to increase the amount of explicit instruction that we use. Often we do that because we notice in student behavior that they're not understanding what we're teaching and so this is why it's very critical to make sure we match the questions to the learning outcome because – or to the student ability because basically, we found already that we haven't done that adequately enough. We're asking students questions that are too difficult perhaps and they're not able to answer them effectively. So we really want to hone in on the student because the reason we're doing this is partly because students aren't getting it because we're not being explicit enough. Part of the reason we're not being explicit enough is potentially because we're asking questions that aren't matched to student ability. So this is a part of our checklist of things that when you go to design your lesson on eliciting responses that you'll then execute in your classroom, you want to make sure it's matched to student ability.

So let's talk about how that actually works in terms of what we want to do with relation to student ability. We want to think about where students are. What do they have already cognitively processed that we can use to build on that foundation, those strong skills they already have? We then want to think about what students know and what they're going to be learning so we can sequence the questions in an order that students will get them right. Then finally, we want to make sure that we phrase our questions or give our instructions in a way that actually will make sense to students and not get answers we don't want because there are a lot of mistakes we can make in that area. We want to avoid those mistakes.

So we want to think about let's first talk about building on that foundation. We have talked about, I mentioned before that we really want to focus sometimes on those lower-level questions but people talk often about the fact that we need to get students to the top of Bloom's taxonomy. So certainly, that is a goal but I have it about here because there's this really important quote I really like that helps me understand why it's important for us not simply to start at the top. So you can read with me. Although higher-order questions are superior, lower-order questions, at least to some degree, do appear to serve the positive functions of, here we go, engaging students with high rates of responding, providing students with high rates of success and increasing student achievement levels. In other words, we can build on the foundation. The ultimate goal is to ask the high-level questions that require a solid foundation and we need to establish that first.

How does this fit into models of memory? When you look at memory, the information processing model so it's one way – one learning theory is the idea that we process information using sort of a complex web of neural connections. One critical idea is that students need to have a strong set of connections already in place that they can use to expand beyond those connections. In other words, if students don't know anything about a particular topic, their ability to answer complex questions about that topic is severely limited. So if you're going to teach a lesson on the First World War and you're going to ask students to compare the First World War to some other war, they don't know anything yet about that First World War. That part of their network is so impoverished, is so limited, is so empty, nothing like all this complex connection that there's no way that they're going to be able to answer those questions. So we want them to be successful in doing this. We need to use information that we've gotten from theories about this.

So our memories that are stored in neural networks include all these things I've already said. In order to build the network, we build new connections by creating these links between neurons as sort of magically connect and – well, it's not magic, this is chemistry and biology but they do connect. When we do that, we can add new information and we build this new area. So when we ask the remembering questions, we're building up this part of the neural network which will then allow us to have a solid base that we can use then to go on to ask those high-level questions. So remembering question, the understanding level base is really critical to get to those higher levels.

As the quote says and as data suggest, that does result in good student achievement and particularly for students who have intensive intervention needs, this is really critical because often we find students with intensive needs do not understand things at the remembering level which makes it virtually impossible for them to do those higher level thinking concepts. Despite that, teachers often ask them to do it.

Now, we find often in co-taught classrooms or in general education - general education teachers ask students to engage in complex activities that require students to go beyond their immediate understanding and push them in new directions. That isn't a bad thing for a lot of students but for students who need intensive intervention, it's not going to be as helpful for them to be immersed in experiences that force them to expand their world view unless they have the foundation in place. That's where in my experience and data suggest, that's often missing in classrooms particularly when students work with general ed teachers who aren't as aware that there's a critical underpinning.

So we want to get to the high level. We want to do all the same things, get students to answer complex problems, get students to think outside the box and to go beyond understanding or remembering but those pieces have to be in place first. I apologize for the extended soapbox there but you can see I care passionately about this because we often find that teachers ask too hard a question and it results in students not being effective.

Let me talk specifically about that level of correct responses. One really useful thing for you to do in your own teaching is to think about how frequently students are getting the answers right. One thing that data have shown is that it is effective with students during the "I do" and "We do" parts of the lesson, during your model and during your guided practice and 80% correct response rate is effective for getting students to understand the content, be prepared for independent practice. When we get to independent practice, critical is a 90% to 95% level correct responses. Students should be well-prepared.

For example, when we design the quizzes for you in these modules, we wanted them to be quizzes on what should be successful. We didn't ask sort of super simple questions but we did ask you questions we thought you would be able to answer because you had gone through the content with us. We want you to have a high level of success because we're basically asking you to do the things that – we're asking you to apply and show your understanding of the things we've already taught you. So we want to have that high level of correct responses for you but especially for our students and often we find that that's not the case.

Studies have shown, and this is scary to me and it should be scary to you too, that some studies show correct response rate is lower than 10%. It might be mystifying to you but I can tell you having started off my teaching career as a teacher who really wanted to push students, I did sometimes ask students questions in ways that I did get lower than adequate response rates because I was engaged and trying to push the students further and they get an answer to the question right and I think to myself I should make it harder. This is too easy because they're getting the answers right. I didn't realize at the time that four out of five times because that's 80%, four out of five times, students should get the answer right and if I'm not getting four out of five correct responses then I'm making it too hard. What's going to happen? Engagement is going to decline. Students aren't going to be cognitively processing. Their heads won't be in the game with me during this because they're going to feel confused. The result will be lower achievement.

This concept is simple but maybe revolutionary for some of you have been trained that you should ask lots of difficult questions. It is a fact, I can tell you that once in professional development, I had a teacher cry when I mentioned these facts because she had grown up as a teacher in this environment where she's encouraged to ask difficult questions and she actually worked in adult education. Her adult education students were very frustrated by her instruction frequently because she asked very difficult questions. Maybe she wasn't a 10% but she told me she's much lower than 80% or 90% and the idea that she could ask questions students could get right is a revelation for her. So it may be revelation for you. If it is, this is an important place to focus in your practice, four of five correct answers.

So let's stop and jot here. Think about your correct response rate for your students. So when you're modeling, how often do you think students are right in your classroom? Is it four out of five times? Is it 25%, 50%, 75% of the time? Where is it? When they're practicing with your guidance, when they're doing guided practice, what's the right? When they're practicing independently, what's the right? So take a minute to think about that. Think about basically four out of five times is somewhere over here on 80% and this is three, this is - 50% is two out of four, one out of two and so on. So you can think about how often students are responding correctly. This should give you a feel for whether or not you're asking enough questions that students are getting correct. So go ahead and stop and jot that and you can come back together and we can talk briefly about it.

So I said we could talk briefly about it. I was basically saying I can talk about it and you can listen or really, I don't have much to say except that I want you to think about comparing this to this and thinking about if you aren't up at these levels, changing your practice to get students there. Because if we do this, students will be successful and later you can ask the hard questions that maybe students won't get right, those high level questions that will be tricky and challenging. If you've already laid the foundation, they have lots of correct answers to base that on, then putting those tricky situations won't feel as daunting for them. So hopefully, you gave some answers to that.

The second part of matching student ability is sequencing the questions appropriately. So why is this an important piece? It's important because we often find that teachers ask questions students cannot answer. I'm sure many of you have had the experience of asking a question and realizing having asked a question that students are not prepared to answer the question. You think there's - oh, my gosh and you imagine in your head, "Okay, I hope that someone can give me something I can work with." The reason you ask this of yourself and if you haven't done that, I don't believe you because all of us have been in a situation where we asked a question that's way too difficult.

So why do we ask these very challenging questions that we realize after asking them, students can't answer. One reason is that basically we want to build these higher level skills and so we think we ought to just get to those higher level skills and we ask these hard questions because we don't think sometimes we ought to be asking those remembering questions, those understanding level questions because that's not building critical thinking. We've already said it can build critical thinking. So for a moment, I want you to pause and think. Again, why is it that it's okay to ask lots of lower level questions even if we want to build critical thinking skills? So pause on that and think to yourself why is that okay?

So I hope that you have thought to yourself that perhaps it's okay because they will support the critical thinking that students will do later. You might even have mentioned the fact that it will take many more probably understanding or remembering questions for students to build that foundation that will allow them to get to the top but also don't forget…it's a triangle and there are fewer questions at the top because they require so much foundational skill.

What this often results in is something that I consider really problematic and I see so often in instruction particularly for new teachers but I have done it myself as an established teacher and I've seen many of my colleagues do it. Asking students what do they know what you're about to teach and I understand the goal here often when we ask students whether they know what we're about to teach, the goal is to sort of activate their prior knowledge but I always say is if you have to ask students what you're about to teach, you might as well not be teaching the lesson because they know that already. Why would you

teach the lesson to begin with? So that's not actually activating prior knowledge. You're actually asking the students to do the lesson for you. Moreover, if you get one student to tell you what you're about to teach, that doesn't say anything about the rest of the class. So don't do it. Don't ask students if they know what you're about to teach because often the following things happen.

I saw on high school geometry lesson a teacher wrote the word "congruence" on the board and asked the students, "What do you think congruence means?" These high school students with learning disabilities, one of them was like raises his hand and says, "To be next" which is not what congruence means. Congruence means to be the same shape but not necessarily the same size. This is not what congruence means. It might be somehow related. It's definitely not what that word means.

In a middle school mathematics class, the teacher wrote the following problem on the board. This is multiplying fractions, right? This is two times one and three times two. Teacher puts this on the board and the teacher asked the students, "What are we going to do?" I don't know why she asked that question. The student said, "Oh, I know. I know what we're going to do" and the teacher said, "Okay." The student says, "We're going to cross multiply," which is not right. Cross multiplying occurs when you have an equal sign in the middle and you want to change it that way. This is not the correct answer and the students give the wrong answer because student thinks they understand based on prior knowledge but the teacher is teaching something new.

So why ask what we're going to do? Don't ask what we're going to do. If you can ask the students that question, why would you teach the lesson? You're teaching the lesson because you think they don't know it so don't ask what you're about to teach. Okay? You're going to build on that foundation.

I want to sort of bring this into a slightly different realm now to think about this in a slightly different way and I'm going to bring in behavior here which you'll often think about further in other parts of this course if you take all the parts of it but we can talk about here high P requests. High P requests are things that students are very likely to do. The P is probability, high P request and so why don't you listen to Kathleen Lane, a professor at the University of Kansas who can give you an understanding why it is so effective to ask students questions that they're likely to get right right from the beginning. So I'm going to pause here. You can listen to Dr. Lane. I'll jump off the screen, come back together and we can talk briefly about that.

Video Presentation: Dr. Lane

"What you're trying to do in high P request is typically like you would ask a child to do three things that they're very likely to do. Okay. Take out your piece of paper, great job. Go ahead and write your name in the upper corner, nice work. I see you got that done. Go ahead and mark an X on the first box and then you deliver a request that they're less likely to do and basically, the goal is if I'm building momentum, I ask they respond, I ask they respond, I ask they respond. Now, I'm going to ask you something you're less likely to do, you're more likely to do it. I remember the first time I ever tried this when I was a middle school teacher, I had this child who was extremely difficult and he was just very not compliant because he had such splinter skills. He missed a tremendous amount of school so he didn't want to start any activity because he assumed that every activity was going to be difficult for him. So this one day, I'm like, "Can you come on up here?" He said yes and he came forward so that's one. Then I say, "Would you mind passing these out to everybody" and he passed out the papers to everybody. I'm like, "Thanks so much for doing that" and then I said, "Do you want to put in these extra copies on my desk" and he complied and then I said, "Okay. Go ahead and start the first three problems." He sat down and started right away. Normally, he would've engaged me in an argument about having to start but he right away went and started the first three problems and then he looked up at me. He knew. He said, "You tricked me into doing this." I'm like, "You're capable of doing it. It's fine." The upside of doing something like high P or differential reinforcement, you're not delivering any aversives. So it's a positive experience. It's a way of getting the kids to comply and demonstrate behaviors that you want in a very respectful way."

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Okay, third part, phrasing purposefully. This is one of my favorite things to talk about because often our phrasing just destroys the question to begin with and so what I find is that if you ask a poorly-worded question, what happens is what I already described to you where it's crickets in the room and you're just like thinking to yourself, "Please someone, say something I can use." So students won't respond how you want or get some random answers you don't actually want from the students or they won't respond at all. Either way, the question hasn't been phrased purposefully so you're not getting what you want. Second, by contrast, you phrase a question effectively, students will respond in ways you expect and that's exactly what we want to have happen.

Another thing I want to really encourage you to not do anymore, and I'm going to say not do anymore because we all do this including myself, I'm sure if you watch the videos again, you can find plenty of examples where I do the same thing but asking rhetorical questions. It's a really problematic thing to do because if you ask a question like any questions, what are students going to say? Any student is going to say, "No." Well, most students are and I can tell you from experience, this is true. I've taken very complex classes. Even as a professor, I sometimes audit classes in other departments and there had been times when I do not understand what's going on. The professor will ask any questions and I do not say a thing because I don't want to be the one to say anything.

Also in a classroom situation in let's say middle school or high school, there might be some peer pressure not to be the one to extend the lesson by answering the question, any question with a yes. Another one is does that make sense? This is a really interesting one because you can see the attempt here is to get students to say, "No, it doesn't make sense," but what in fact are students likely to say? They're going to say, "Yes. Yes, sure it makes sense" because you're not asking them to actually do anything and so this is a really serious problem when we're talking about instruction because if we ask these rhetorical questions, we're going to get the wrong kind of answers.

I want to encourage you to stop using these rhetorical questions in your practice because I guarantee you, you do it at least sometimes. Instead of asking these questions, ask questions that require students to show their understanding. Now, whatever level is the level of the objective, here's my – I'm imagining Bloom's taxonomy as I sort of push my hand on the page here. Ask the questions that are appropriate for the objective but ask questions that students are required to answer in a thoughtful way, not where they can simply give this one-word response. Also if one kid says that makes sense then you don't know whether the rest of the students, it makes sense for the rest of the students because only one student gave you an answer so you cannot depend on the does that make sense in any question, rhetorical questions. Please don't do that.

So now, I give you a chance to think about matching student abilities. In this context, I – in a minute, you're going to watch me on a video. I – well, it's just me, same shirt, just no jacket - teaching a history lesson about World War I. The students in this lesson have already showed they understand the different German countries and the governments for World War I. The goal here, the learning outcomes for students is to explain how Archduke Franz Ferdinand and Kaiser Wilhelm impacted the start of the First World War. What I want you to look for here is the types of questions that I am asking students based on what I think students know already and to see how well I'm matching the questions to what student ability is. So go ahead and watch the video and then we'll come back together.

Video Presentation: Dr. Kearns World War I Lesson

Example: Okay. So today, we're going to talk about the causes of World War I and what is it? That's right, World War I. Before there is World War II, World War I was called the Great War. What was it called? That's right, the Great War. The Great War was started by the assassination of Archduke Franz Ferdinand. By the assassination of who? Archduke Franz Ferdinand, that's right and he was from Austria, Hungary and that was very important. So he was assassinated. What happened as a result? You got it, started the what? The Great War, you got it.

The real cause, though, was Kaiser Wilhelm the second who was Kaiser, which means King. What does Kaiser mean? King. You got it. That's right. And, the Kaiser was this guy right here-Kaiser Wilhelm the second. And he was from where? Everyone same this Germany/Prussia. You got it. And the goal that Kaiser Wilhelm II had was to capture and it's right down here—Alsace Lorraine. Capture what? Alsace Lorraine. That's right and to get more land for Germany, which was originally part of France. So, who did the land belong to before? That's right it was France and he wanted it for Germany. So, what I want you do right now is turn to your partner and explain: what was the cause or what people say was the case of World War One or the Great War, and what was the actual cause of World War I. So, talk to your partner now and we'll come back together.

Non-Example: Ok, so I want you to start by taking a minute to think about what was the cause of the Great War. The Great War is also known now today as World War I, so I want you to write a reflection about what you think was the cause of World War I and then we'll talk about it. So, go ahead and do that now. Ok, now that you've written your reflection, I would like to have a few folks share what they thought was the cause of World War I based on their prior experience. So, some folks can you tell me your thoughts about World War I. Those are great ideas, but not all of them are right. So, let me explain to you want happened in World War I. What happened in World War I is that Archduke Franz Ferdinand was assassinated—this is him right here—in Austria-Hungary. He was assassinated and that started World War I—at least that's what people say started the WWI. In reality, WWI was started by this guy right here: Kaiser Wilhelm II from Germany/Prussia. He started WWI or the Great War because the wanted to get more control of the land that he could use to grow the size of the state of Germany/Prussia. So, now, go ahead and write in your notebook what the cause of WWI really was.

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Ok, so let's reflect on how I did in that lesson. So, in the first example, you saw me introduce WWI by having students respond very frequently to a series of prompts. So, throughout the lesson, I asked them…I would say something to them…and then I would tell them to repeat it. And, we did that repeatedly throughout the description of both the Archduke and of Kaiser Wilhelm. And then you saw me at the end, once I summarized, I had the student talked with a partner about they had learned from the lesson that I did. So, I think in that case, it is well matched to what I assumed student ability was. I didn't know…I didn't know they knew about Archduke Franz Ferdinand or Kaiser Wilhelm, because we talked about European countries and their governments before. We had not yet talked about the different rulers and so on, so that was new information. And, it's important to make sure that students could respond that way to [unintelligible] especially these names are foreign names and it's helpful to do in that way. In the second example, you saw me start, number one, by asking students to write what they knew about WWI, and you as can see the video implied that the students didn't have a lot of correct answers, because I didn't actually know what they knew about WWI. I hadn't talked with them about it before and so I'm sort of expecting them to know things I never said to them. And then I went on to just describe this whole piece about Archduke Franz Ferdinand and Kaiser Wilhelm without giving students any questions whatsoever. It was also not matched to student ability, because presumably, students aren't ready for me to just lecture in that way. And, then finally, my final piece was to have them write about it and they had to summarize everything I talked about in their writing. All of that is problematic. The only thing I'll say was a virtue of the second demonstration, was that because I spoke altogether, it did have some sort of continuity and coherence. But, that was the only virtue, and the problem was that I didn't have a way to get students to respond continuously to make sure they were staying with me. So, it wasn't really matched well to student ability. So, that's my reflection on that video.

So, let's move along. Now let's look at a curriculum example and this is actually from a teacher's lesson plan where a teacher was wanting students to identify the properties of a bar graph. After the class builds a bar graph, the teacher asks the following questions. So the first question the teacher asks is, "what do you notice here?" Now, take a look at this bar graph and you can see here the different months and so on. What you notice here is a really poor question, because it's not linked to student ability whatsoever. I don't actually know what students notice or anything like that. I'm just guessing

students can give me some information that might be useful. It's not really matched to their ability. I don't really know what they know, especially because my goal here is to identify the properties of bar graphs. I'm not getting to that, I'm just asking what they notice. Second question: "do you notice any groups larger than others?" This isn't really matched to student ability. Not for the same reason though. Think about the answer to this question. What is the answer to that question? The answer to that question is "yes," unless every bar graph is exactly the same height. So, it doesn't actually make sense to ask that question. It's not matched to student ability, because it's really sort of just a strange question that anyone could answer with a yes or no. Next question, "do you notice the largest group?" Again, yes, we could say that we notice the larger group here, and that's not getting at the objective. And, presumably, this is a third grade class we're talking about here and in this lesson, students are most likely going to notice the largest group. That one isn't very good either. And, then, "what else?" And what else is sort of like is not matched to student ability at all. We don't even know we're designing a question anyway. So, these are all bad questions. And, the truth is that they're all bad questions that I wrote. This is from a lesson that I did when I was a teacher, and I wrote these questions in my lesson plan which I resurrected just for this purpose to illustrate how bad it was. And, you can see here that my questions were not going to relate to student ability because I asked questions that were either vague—like the first and the last—or weren't reflective of what students would know previously or what I want them to get out of the lesson. I'm just sort of asking general questions that aren't helpful and maybe have a really simple or strange answer. So, for that reason, that's not a good example.

So, instead, what would you have done? Remember that the goal here, and I'll just flip back a second, is to have the students identify the properties of a bar graph. So, what are some questions you might have asked, or instructions you might have given to students to elicit responses that match their abilities in this lesson? So, go ahead and write three more questions or instructions and then let's come back together. We'll talk about some ideas that we might have to do that. [Pause]

Ok, so presumably, you wrote some questions or instructions. I don't know you wrote and it would be impossible for us to have a list of every possible question you could ask. What I'll say is that as long as your questions related to the objective, which is to build a birthday graph or sorry, to identify the properties of a bar graph, as long as your questions had to do with that and you were probably comparing things like which month has the least? Which month has the most? And so on. How many months have less than two birthdays? Or whatever. These are the kinds of questions that will get at the properties of a bar graph and so as long as you have questions like that, that would be a good example. What would've been great is if you included different modalities of response. So, let's say for example, that you had people turn and talk to a neighbor and say how many months have more than four birthdays? Or what months have…you know…what are the months…what four months have the most birthdays and so on? So, as you can see, I did not think of the questions ahead of time. That's okay, because it's not my job, and I don't know what you wrote. But, you can see there that those are some possible questions you could ask. So, hopefully, you came up with those. If you did, give yourself a big thumbs up. If you didn't, take a minute again to come up with some questions or instructions that you think would elicit responses and think again about making sure you use some of those different modalities or responses—use things like choral response and thumbs up—thumbs down kinds of things to get students to respond. So, that's a curriculum example. Let's now look at a real video example. So, in this video, this is Dr. Anita Archer, who you've seen before who is one of the co-authors of the explicit instruction book by Archer and Hughes. In this video, she's teaching an eighth grade social studies class and she's teaching students background knowledge about the Great Depression. So, let's think about in this eighth grade class, do the methods she uses match student abilities? So, go ahead and watch the video and then we'll come back and talk about how well her methods are matched to student ability. So, go ahead and watch the video now.

Video Presentation—Dr. Anita Archer

One more time with enthusiasm, everyone. The Great Depression, and it occurred in the 19, what everyone? The 1930s. You probably already know something about it but we're going to particularly look at the causes today and then later will look at how did the government respond to The Great

Depression. Well, the first thing is, here we have the word depressed. And, it is often used to talk about a person's affect, and how they feel and are thinking. So everybody show me if you are really depressed with your body, what would look like. OK, show me definitely not depressed. Ok, show me really depressed. Show me not depressed. Hey, you gotta do better on the not depressed. Ok, show me depressed

Dr. Devin Kearns

OK, let's talk about how Dr. Archer's questions matched…the way she elicited responses matched student ability. Let's talk about building on a foundation. So she did not assume much of students in the lesson and she's going to talk about WWI, about the Great Depression and she was going to build on then on the foundation that they knew about the word depressed. So, she's building on a foundation with the kinds of questions she's asking, with the kind of instruction she's giving students for the most part. She's sequencing the questions appropriately because she's not starting with what do you think the depression is. So on. She does assume students know what depressed means. First of all, their eighth grades so that's not a bad assumption. And, second even when even though she might think that when she has to the show her depressed. She actually sort of makes a depressed kind of motion that sort of prompts students to do that anyway. Finally, are the questions phrased purposefully? I think that they are. She's phrased the instructions right here and really asking questions phrased purposefully because she says show me depressed and show me not so depressed. I think the choice even to say not so depressed is a good one because she doesn't get into this language about synonyms and antonyms for depression. Because, the focus here is on the Great Depression. Also, I think hear what you notice is that I'm she is doing something else to keep the students' heads in the game. She wants students to stay with her and she wants to do that by injecting a little bit of humor into the lesson. That was actually purposeful, as well to phrase them in that way to sort of get the students on her side so the rest of the lesson would go well. And, still it has an instructional objective, not just a fun objective, but it's going to get students engaged in the last unit more, and you can tell from the laughter in the room, like it probably worked. So, that was a good example of the way to elicit responses to student's ability. Ok, now that we've talked all about matching questions and instructions to student ability, now you have some opportunity to do some online work with that. You have some opportunity to do some partner work. There's gonna be a quiz for you to complete. So, let's talk about the partner work. For the partner work, you're going to watch a third grade video of a math lesson. And, you'll work with a partner to analyze the video lesson to decide if the methods the teacher uses match student ability. And, you'll use the questions in your workbook to decide whether or not that's the case. For this lesson, here's the learning outcome. Students will be able to identify place value for ones, tens, and hundreds. There's gonna be a link here, but there's also going to be the video right here for you to watch, as well. So, go ahead and watch this video and think about these questions and again, look in your workbook for that part, and then you'll have a chance to think more about it. Ok. Go ahead.

Video Presentation

Now, last week we worked on some basic math skills. Eyes up here. Thank you. And you guys were all so good. Do you remember last Thursday how we just flew through those worksheets and we just ran out of stuff to do? If you have one number, what place is that in? Jada? One number is going to be in the ones place. We're going to go over this here. Ok, so remember Ms. Fink taught you about the ones place, the tens place, and the hundreds place, right? Okay, so can someone tell me…raise your hand…which number number four is…which place it's in? Jediless, this is tens place? The hundreds place. You're right. Ok. What's the three in? Steve? The tens place, and Du'Jour, what about the six? The three is in the tens place. Oh, good. Ok, look at this number. Where's, what's the five? Steve? Hundreds place. Good. What's the one? Jada? The tens place. And Pedro, what's the two? Ones place. Awesome. Ok. Let's try this one real quickly. I'm going to mix it up. What's the seven? Fatima, you look confused. Javier? Ones. Good. What's the four? Du'Jour? What's the four? Remember, we went through here and it was hundreds, tens, and ones. Look over here, here's the ones. Good. The four is in the tens place. You got something else to say Du'Jour? And the three is what? The hundreds place. This is the tens place. Abdul, I want you to look up here. What place is the two in? Good. What about the

eight? Is your name Abdul? Steve? Good, and Jediless, what's the three? The ones place. Do you understand that Abdul? Here, can I have that please? Thank you. So, let's review. [Pause]

Dr. Devin Kearns

Ok. Now you have a chance to do a quiz. So for this quiz you're gonna have a chance to see if you understood the content of this—whether you understand how to match the questions to student ability. I hope that it'll give you some good ways to think about and process the content we've been learning. So, go ahead and do that and I'll tell you what I think the answers are. Since we came up with these, we mostly think we know, but not always. So, go ahead and do this and we'll come back together and I'll share with you some thoughts I have.