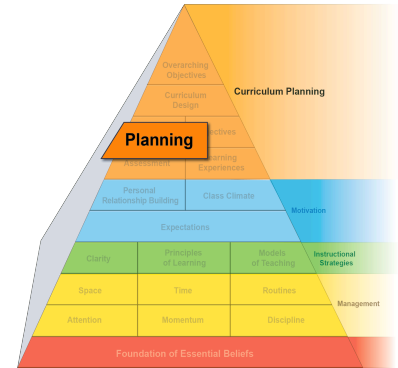


Planning
Planning Skills for an Inquiry-Based Lesson
 Fifth-Grade Mathematics
 Mr. Scherrer
WITH RBT ANALYSIS



Script	Comments
<p>Mr. Scherrer: How did this person know she could teach it five times? The answer says five times. How did this person know she could teach it five times? Suella?</p> <p>Suella: Um, she, they knew that she could teach it five times but they kept on subtracting till they got to zero.</p> <p>Mr. Scherrer: Where did they get the five from?</p> <p>Suella: She got it because it says a half and she did it five times.</p> <p>Mr. Scherrer: So there is one lesson, two lessons, three lessons, four lessons, five, in that amount of time. Take a look at this one because I saw this on a lot of your papers, too. What did this person do? Why did they draw two circles and a half a circle? Why would they do that? Carlos?</p> <p>Carlos: Because one whole circle will equal to one whole...uh, two whole lessons because half an hour is 30 minutes and that's equal to half and each hour it only takes Ms. Lomeli 30 minutes for that, so that would be 30 minutes in one and 30 minutes in the other, equal to one hour. Then the next one, same thing—30 minutes and another 30 minutes would equal two hours and the last one equals half an hour and then all they did was count it and they got it to five.</p> <p>Mr. Scherrer: I'm going to try to repeat what you said here, Carlos. So, you're saying this little side here is a half hour, half hours for the whole circle, one hour.</p> <p>Carlos: Yeah.</p> <p>Mr. Scherrer: Whole circle, two hours. Half a circle, half-hour. Two and half hours. Where did they get that two and half hours from? Where did they get that two and half hours from? Jessica?</p>	<p>Wait-time.</p> <p>Probing.</p> <p>Summarizing. No judgment.</p> <p>Wait-time.</p>



<p>Jessica: They got the two and a half hours because that's when the...that's how many hours Ms. Lomeli could teach a lesson.</p> <p>Mr. Scherrer: OK, so they had a time period of two and a half hours. So, this person represented it with numbers, this person did it with pictures. All right?</p> <p>OK, let's do one more real quick. This is the other one you had. What did this person do? They drew a number line. Why did they start at two and a half? Why did they do that? Go ahead, Elle.</p> <p>Elle: Because that's the hour period.</p> <p>Mr. Scherrer: OK, that's the same amount of the time period we're talking about, right? This time we're showing it on a number line. They said the lesson could be taught five times.</p> <p>How did this person know it could be taught five times? How did they know, Alexis?</p> <p>Alexis: Because, um, because the person, he started at zero and stopped in the middle between zero and one and then it was half and then he kept doing that and then he got the answer five.</p> <p>Mr. Scherrer: How did he know it was five?</p> <p>Alexis: Well, 'cause five goes into two and a half.</p> <p>Mr. Scherrer: So he started at zero and he started going a half, is that what I heard you say, right?</p> <p>Alexis: Umhmm.</p> <p>Mr. Scherrer: Why did he stop at five times? One, two, three, four...Why didn't he keep going?</p> <p>Alexis: Because the period of time is two and a half.</p> <p>Mr. Scherrer: Two and a half.</p> <p>One more question. From two and a half to two I see a little hump here. What does each of those represent? Janet?</p> <p>Janet: Each lesson?</p> <p>Mr. Scherrer: OK, each one of those humps...One lesson, two lessons, three lessons, four lessons, five. Half-hour time period. OK, all right, we're going to go to lunch...</p>	<p>No judgment.</p> <p>Probing.</p> <p>Summarizing.</p> <p>Wait-time.</p>
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