

## A TEACHER REFLECTS

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It was important to go over the vocabulary of graphing for this phase. I had my students plot several pictures before each student was asked to graph his or her initials. The concept of drawing their own pictures grabbed most students and was of very high interest. I chose to follow this up with several homework assignments in which the focus was on graphing coordinate points. My students also enjoyed the puzzle aspect of decoding their partners' work. Answering the writing prompt for Lesson 7 proved to be empowering for many students, because they knew what they were talking about and felt confident about their communication abilities.

Lesson 8 was a logical extension of the work that students had completed during the first two phases and Lesson 7. Finding number patterns was challenging for my students; however, many had difficulty extending what they had learned to create generalizations. I believe the students would have been capable of making generalizations had they been given more practice.

Payday at Planet Adventure provided some practice working with decimals. I asked my students to check to make sure their rule for the pattern was correct by calculating by hand at least five examples that fit the pattern. My students progressed easily from making a table to finding a pattern. I suspect this lesson made more intuitive sense to some students because it is based on money, a concept most sixth graders want to understand well. We talked about negative numbers and how they relate to owing money. Not many students confused positive and negative numbers after that connection was made!

One major strength of Lesson 9 was learning how to plot fractional numbers. For example, Cedric asked, "Where does \$13.50 go, between \$12 and \$13 or between \$13 and \$14?" Mark answered, "It's \$13 and then halfway again, so it's between \$13 and \$14."