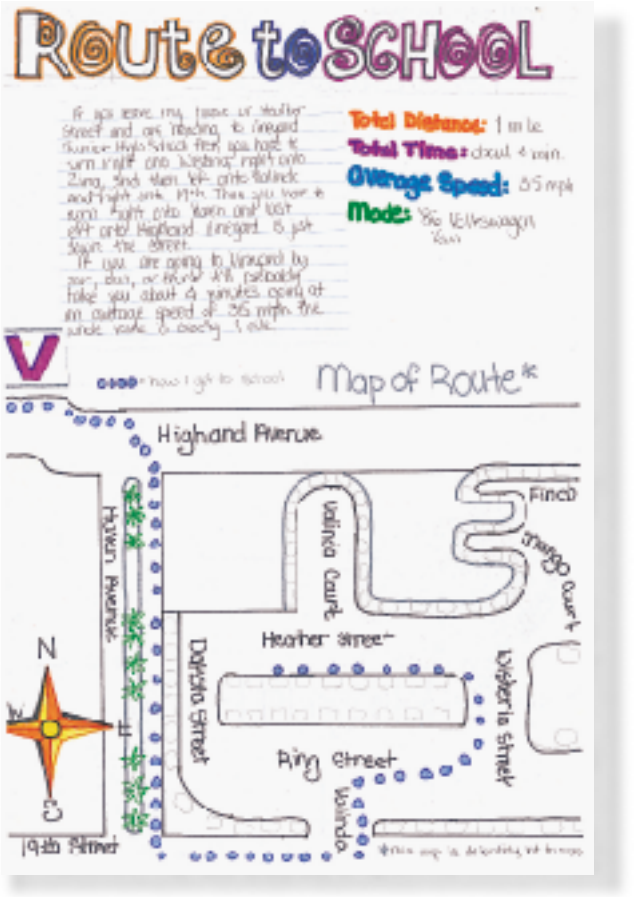
A TEACHER REFLECTS

Overall, I considered Phase One a big success. It was motivational and interesting, with plenty of solid math content. A few specific notes: The discussion following the brainstorming part of Lesson 1 turned out to be quite important, especially the part where units of measurement for rates were discussed as containing certain things in common. Several times during the rest of the phase, students would respond that the rate was "miles" or "hours" only. Being able to refer back to the Lesson 1 discussion reminded students of something they knew or nearly knew—that rates are distance, revolutions, vibrations, or cycles per unit of time, but not any of those individually.

Regarding the part of Lesson 1 where students represent their trip to school, I had the kids do the written part and begin their maps in class. We live in a rural county and some students were stymied by their lack of street names and highway numbers. Next time, I will give kids a few days' warning so they can research this. To jump the hurdle, I had kids make up descriptive names, like "Old Barn Way," for places whose names they did not know.

In Lesson 2, my experience with the Teacher's Guide questions told me the kids needed more practice calculating distance, time, and speed, so I had students make up practice problems to share with a neighbor. I wanted them to calculate a few extra examples of "how long," "how far," and "how fast."

The students enjoyed the parade activities in Lessons 3 and 4. They caught on quickly to how to use a snapshot sequence sheet, and there was lots of excellent student work.