

A TEACHER REFLECTS



Most of my students had no prior experience with distance-time graphs before Phase Two, though some had been exposed to other coordinate graphs. I think it was important that they collected data themselves from the fast, slow, and regular walks to graph so they could see the connection between physical events, data, and graphs. The second part of Lesson 5, in which students graph data from the story of Pedro and Tanya's trip, was good reinforcement for basic graphing skills.

Lesson 6 provided good practice because it was brief and easy to do. It taught my students to say “graph” when they mean graph instead of map, and vice versa. It was difficult for me at first not to think in a Pythagorean way when answering the question of how far Jessica was from home when she was at the grocery store, but my students hadn't been exposed to the Pythagorean Theorem, so they weren't stuck on it as I was. Most did well on the Story, Map, and Graph assignment in Lesson 6. Many of them ran out of class time to complete the assignment, so they finished it for homework.

In Lesson 7, I was the mover for my class of students. I walked from one end of the classroom to the other, a distance of 7 meters. I had students copy data tables off the board, and this greatly helped them do the lesson.

The students needed more discussion than they initially thought in Lesson 8 to thoroughly understand the four graphs. I made sure that they took a hard look at each axis and made sure each could see the two possibilities for Marina's graph. The impossible graphs made a fun exercise and most students had good results. Their explanation of why some graphs are impossible (time cannot go backwards) was good. I also made sure that they understood that another explanation—that a person cannot be in two places at once—was equally valid.

