I liked how your second lesson started with a pop quiz of the quadratic formula. It is an important formula to know, and by doing this pop quiz it lets you know which students know the formula and which do not. You didn’t grade it, but you made the students who might not have known it want to know it because she was going to be quizzing the class. I also liked how you used problems from the previous lesson again, but asked the students to solve it a different way. It is a good example about how a lot of these equations could be solved in different ways.

While reviewing your video, I did notice how when we broke up in groups there wasn’t much discussion with the partners. If you wanted the students to discuss the problems more with each other, one suggestion I have is to ask them to first discuss which method should be used to solve each equation and why. I think many of the students just went into solving the equation without thinking about why they are choosing that method. By giving the instructions to decide and discuss and then solve the equation, would ensure that this discussion took place. However, once the problem was solved I really liked how to had the students discuss their partners problem. You asked the students to ask their partner two good questions. The students all seemed to be able to talk to their partners and ask questions which I think was very helpful because it had the students to then be able to explain why they chose the method they did. However, I did notice that the discussion that the students were having was not about the problems at one table, and at the other table the discussion stopped shortly. As a teacher, you could keep the students on track and having discussion about the problems by joining in their conversations and giving them even more questions to talk about. Another suggestion I have is that maybe you could have had the students write down questions for their partners or answers so that you could ensure that this conversation takes place.

Another suggestion I have for having the students lead a conversation even more is to ask some of the partner groups to share with the class their problems. Maybe have the student discuss their work or their partners work and then the rest of the class would be able to join in the discussion and might have questions of their own. I think that the students would benefit from seeing why other students chose the method that they chose, because maybe it is different from what they would have chose.

In your third lesson I really like how the do now involved a problem that looked a little different. It had to be put into the right form before it could be solved, she let some people go and try to figure it out, but before people did too much work that was wrong, she helped them realize what they were missing and then they were able to still solve it. When going over the do now answer however, I think you could have asked some questions for the students, like “What are the values for a, b, and c?” or “What should I write next?” so that the solution was more from the class than you just giving the answer. It would have the lesson be more student run which is something I know you wanted to have happen more in your lesson. Also when introducing the discriminate, you could do the same thing to see if any of the students knew already or could explain what the discriminate is and what certain values of the discriminate mean.

I think it was really good how you had different examples done in class that all had discriminates of different types of values and you had them all put up on the board so that the class could look at and compare the different discriminates. While going through the answers, I liked how there was one negative answer to introduce imaginary numbers. Imaginary numbers are something that is difficult to understand but seeing a solution to a problem that you already know how to solve that has to do with imaginary roots is something that would interest the class and help them understand what to do when you have imaginary numbers.

I still think this lesson could have been more student focused if you made a couple more changes. My suggestions are to ask questions when going over the solutions so that the students explain the solutions rather than the teacher. Also, with the discussion about the discriminate, you could have asked the students what the values meant and asked them to discuss or think about how you can tell how many real roots an equation has by the discriminate to see if the students could figure out and share the solutions on their own or give the students a good time to ask questions they might come up with when asked to do this.

I think your lessons were really good and really had the students get comfortable with using the quadratic formula, determining the best method to solve equations, and to find the discriminate of equations. For a topic like this, practice is a very important aspect, which you mentioned in your lessons. The more practice the students have the better they will be. I hope that my suggestions about how to have the conversation in the class be more student run and how to ensure that the students have a discussion while in groups are helpful to you.