

Cheer

QDPAR and that's the way we solve our problems

5-13-05

Table #1 New

Lesson #3

Day 3

div. Jane + Madeline problem a bit tricky last wk.

#1 Sue + Angelica silkworms (comparison)

Review what letters mean

New Idea: P Draw picture

Where do the numbers come from?

New Idea: A Label the answer

han Angelica.

div. #2 Jane + Madeline snails - looks a little different

div. Generic silkworms

#3 Help kids with names

div. Beckie + Debbie silkworms

#4

div. Generic - put own #s and names in

#5

5-2-05

Q Question What exactly are we trying to find out?

D Data (#s) What information has been given to us in the problem?

P Plan How can we organize and use the data?

A Answer What have we discovered that seems to answer the question?
Is it a reasonable answer?
✓ *reasonableness of the answer* Makes sense
How can we figure out if our answer is correct?

How many silkworms did Angelica and Sue have altogether? ___

Jane found 6 snails.

Madeline found 6 more snails
than Jane.

~~How many snails do they have in all?~~

Q How many snails does Madeline have?

D

P

A ✓

~~How many snails does Madeline have?~~
do Jane & Madeline have in all?

Q
D
P
A
X ✓

Next step
I'll hide the
1st question

Why do we have
2 problems

8
Kids 3rd has a few more or less
found _____ snails.

_____ found than the 2nd
more snails _____

than _____.

How many snails do they have in all? _____

Q

D

P

A

X

Try Shift Option V for check mark ^{Using}
Option + any key gives special symbols

QDPAV

P: From ~~abstract~~ ^{concrete to} abstract Sequence

The core
of
problem
solving



to



to → []

to → [3]

to → |

to

|||

to

3

Q static

D static

P

DYNAMIC - THE MEAT

A static

✓ static

Kathleen's project with Matt (Gail + Susan)
pulling lesson apart - what worked
what didn't

Process

Collaboration

For the Last round of lessons for K/1

Plan a Series of 5 lessons, based on real situations of own class
e.g. Stan + Catharine showed papers from previous lessons (Big Picture)

Teaching where you are within a planned sequence

Alice's lesson might be lesson 1
Kathleen's " " " lesson 3
My " " " lesson 5

Always keep in mind
Reasonable steps
Repeating is not good

Dates: Not 18 19
25 26 27
30

F May 20 8:30-9:15 Alice teaches early lesson
Kathleen, Gail, and I watch

	M	Tu	W
June	6	7	8
8:30	Bonnie	Dorcen	Cheryl
9:15	Me	K 2	Alice
10:30	Susan	Gail	Kathleen

11:30 Debrief