As I go back and rewatch this lesson again and again, picking out pieces of it, the more I come to like what I see. I know that not all of what was going on in the room is on the recording, but the majority of it is captured. I have a good control over wait time and I can see it when it pays off. One thing I need to work on, however, is how I explain the answer if a student is truly stumped. I think I can fix this by giving myself my own wait time to formulate an answer before I address the kids. It should come out clearer that way and come from the perspective of a person who has thought, not a person who is currently thinking.

I also like the discovery we did at the beginning. It kept most of the students engaged because they were invested in finding out the answers. I would start to lose the kids if one student was giving me a long-winded answer. I want to let kids talk though, so I’m thinking that I can kill two birds with one stone and introduce turn and talk in math class. When I ask bigger questions like “What do they mean by break apart a number?” or “Why did we break 5 into 3 and 2 instead of other numbers?” they can share their thinking with the person next to them.

One thing that I am good at is paying attention to a few students who I know need the extra support. However, when I do this, I tend to be blind in my peripherals. This means that I don’t notice the kids who are off task that often. I can try to fix this by moving around the classroom more—inside and outside of the carpet/center area. It’s hard to notice kids in La La Land if I usually have my back to them.
After showing my video to the class, they gave me some excellent suggestions on how to be more attentive. “A” especially told me that it might be good to have a vantage spot from a corner of the room. The elmo may be in the middle of everything, but I don’t have to be. Once I get the ball rolling on a whole class problem, I can step back to explain it. If a student is working at the elmo, I can help them and wander at the same time. It also helps that I know which students I need to watch out for the most because I can purposefully look to them first.

One thing I am worried about is getting caught up in the knowledge and forgetting to be more attentive. Perhaps, until I am better, I could wear a bracelet or have some kind of reminder to scan the room. A bracelet that’s sole purpose is to help me remember to be aware would, well, be a good reminder to be more aware.