Go Fast / Go Slow

Adapting Achievement First Curriculum Resources to Meet Your Students' Needs

Reflection on Implementation

What have been the common causes of pacing being off in the “Think About It” portion of your lessons?

Aims and Agenda

Aim

- TWBAT define and identify **“Go Fast” and “Go Slow”** moments in their upcoming lessons.
- TWBAT receive feedback on their implementation of **Go Fast/Go Slow** moments in lesson rehearsals.

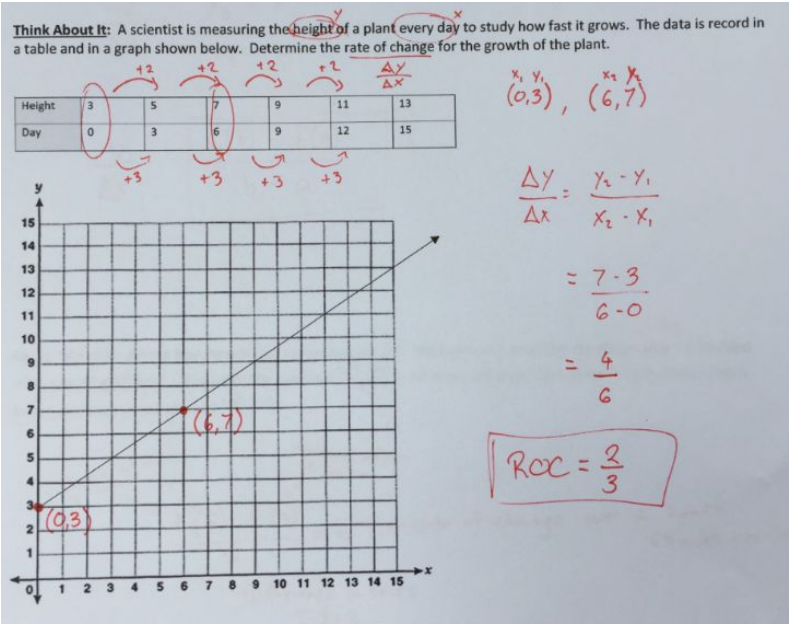
Agenda

- Lesson Reflections (5 min)
- See It - Sample Lesson (15 min)
- Name It - Big Idea (5 min)
- Do It - Lesson Planning (15 min)
- Do It - Lesson Rehearsal (15 min)
- Closing Reflection (5 min)

Part I: Defining Excellence

See It: A1 Lesson 3.01: Linear ROC Tables and Graphs

- Think About It:



- Big Idea / Key Points:

BIG IDEA

- Linear functions have a constant additive rate of change represented as $\frac{\Delta y}{\Delta x}$

KEY POINTS

- Linear functions are additive
- Linear functions have a constant rate of change

Take **5 minutes** to read the Think About It script and familiarize yourself with the problem in order to play “strong students” during the sample lesson.

See It: Sample Lesson A1 3.01

Participant Job

- Show all work & participate as a strong / mid-skilled student
- Give strong / almost there responses
- Stay 100% on-task

Thinking Job

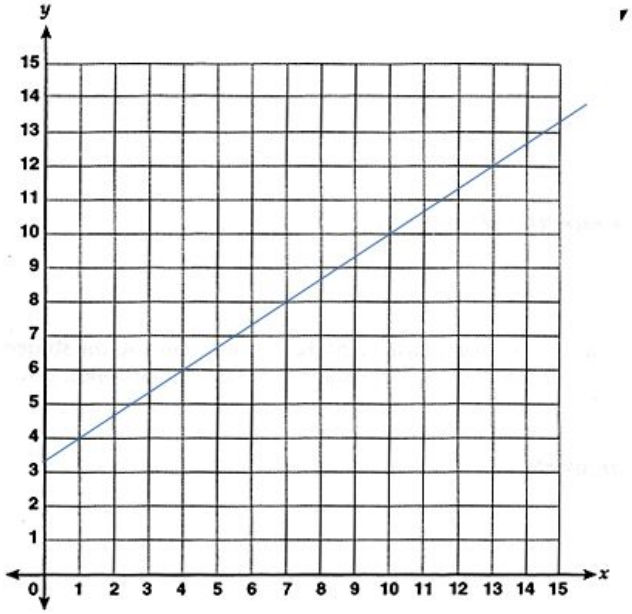
- What **“modifications”** has the teacher made to the materials? Why?
- Where is the **focus** of the Think About It? Why/How do you know?
- Where does the teacher **move quickly** through the Think About It? Why/How do you know?

See It: Sample Lesson A1 3.01

Think About It: A scientist is measuring the height of a plant every day to study how fast it grows. The data is record in a table and in a graph shown below. Determine the rate of change for the growth of the plant.

in inches per day

Day	0	3	6	9	12	15
Height (inches)	3	5	7	9	11	13



See It: Sample Lesson A1 3.01

Before the Lesson:

- Changed table - inputs before outputs & included units for outputs
- Added units for rate of change

During the Lesson:

- Showed and agreed on correct answer (⅔) quickly
- Focused on calculations & reasoning - planned back pocket questions

Why?

- Errors with inputs/outputs would t**ake time away from main focus.**
- Units allow students to make **conceptual connections with big idea**
- Focus of our **discussion time is on the big idea**

Big Idea:

Everything is not equal.
Emphasize what matters most.

Strategies:

1) Identify “Go Fast” & “Go Slow” Moments in IPP
2) Modify materials / script for student mastery of big idea

Part II: Put it into Practice

Do It: Lesson Planning - A1 Lesson 3.01 & 3.02

Process for Think About It Revision

1) Identify the “Go Slow” moment
   a) Script additional BPQs / misconceptions
   b) Write exemplary responses

2) Identify the “Go Fast moment”
   a) Modify plan to expedite
   b) Modify/revise question prompt

Timeline:

- 5 min - Identify Go Fast / Go Slow 3.01
- 5 min - Identify Go Fast / Go Slow 3.02
- 5 min - Feedback from Partner

Feedback:

- Clearly title using “Go Fast” or “Go Slow”
- Script question for students
- Include exemplary student response
- Modify/revise question prompt
- Add additional BPQs to drive “Go Slow”

Do It #2: Lesson Rehearsal - A1 Lesson 3.01 & 3.02

Timeline (for each partner)

- 10 min - TAI Rehearsal
- 2 min - Feedback
- 3 min - Redo

Feedback:

- Have 100% of students discuss Go Slow
  - Everybody Writes
  - Turn & Talk with Cold Call
- Script additional BPQs to elicit Go Slow
- Use more efficient strategy for Go Fast
  - Show call 1 sample & vote
  - Cold call for exemplary response

Part III: Make it Live

Self-Reflection

How will using “Go Slow/Go Fast” moments in AF’s daily lesson resources help address pacing concerns in your classes?