

## Jacob White's Classroom: Script

**Teacher Name:** Jacob White

**Class / Subject:** Math classroom

Time	Observation	5D+™ Rubric Indicators
9:00 am	<p>(The class has just started.)</p> <p>Thirty students are seated in five rows. Desks face the front of the room. The teacher holds a meter stick and points to a large rectangle on the board.</p> <p>T- Eyes up here. Like I was saying, what is the perimeter of this rectangle?</p> <p>On board, following is written above daily schedule: Purpose = using toothpicks to find the perimeter of rectangles, pages 15-18, lesson five.</p> <p>Students have math textbooks open to page entitled, "Calculating Perimeter." Each student has stacks of graph paper, pencils, and lots of toothpicks. Some toothpicks are broken.</p> <p>S1 to S2- What's perimeter mean?</p> <p>T- OK, class. Who remembers how we learned to find perimeter?</p> <p>4 students raise hands. All shout answer.</p> <p>S1- You add up the sides!</p> <p>S2- You put your toothpicks there and count how many there are!</p> <p>S3 and S4- You use a ruler!</p> <p>T-OK! One at a time. _____, would you come up and show us how you would find the perimeter of this rectangle?</p> <p>S who shouted about using toothpicks pushes back chair and walks to white board.</p> <p>Other students who shouted out answers start calculating perimeter</p>	

	<p>on own.</p> <p>T shows S pile of drinking straws on rolling cart.</p> <p>T- Pretend these straws are your toothpicks.</p> <p>T glances at students.</p> <p>T- _____ and _____? Look up here!</p> <p>S stares at rectangle on board.</p> <p>S- One</p> <p>S tries to hold straw while picking up next one and drops first one.</p> <p>T- What should Hillary do now?</p> <p>S- inaudible</p>	
<p>9:05 am</p>	<p>T- Tell your partner what Hillary could do now to use the straws to find the perimeter of this rectangle. Make sure each partner talks. Start with the partner who is oldest first!</p> <p>Students begin talking to partners.</p> <p>S1-She should just hold the straw up there and mark where it ends!</p> <p>S2-I think she should forget the straws and use the ruler!</p> <p>T shouts- OK, next partner should be talking now!</p> <p>S3-She should get Mr. White to hold the straw for her while she gets the new one.</p> <p>S4-I don't know what she should do. She could also use the straws to measure one side and add it by two. Or she should just measure one side and times it by two.</p> <p>T-One-two-three eyes on me!</p> <p>Students stop talking and face him.</p> <p>T-OK, I heard lots of good ideas to help Hillary. Let's see some hands. Who has an idea?</p> <p>3 students raise hands.</p> <p>T- _____?</p> <p>S1- She should just make a mark at the end of the straw. Then, she</p>	

<p>9:10am</p>	<p>can move the straw and do it again.</p> <p>T- Good. Who else has an idea? Jody?</p> <p>S2- She should just put a dot where the straw ends and then move the straw over.</p> <p>S1-(Shouting) That's what I said.</p> <p>S2-(Quietly) I said it different.</p> <p>S at board starts using students' strategy. Uses one straw to measure from corner of bottom of rectangle, marking end of straw and moving it over each time. Once she reaches other side, writes a big "7" at the bottom. Then, she starts using straw to measure height of the rectangle.</p> <p>T-Watch _____ now!</p> <p>Students writes 3 to indicate the height. She starts to repeat the process for the top of the rectangle.</p> <p>S1- Wait! It's the same!!!You don't have to measure the top.</p> <p>T- to student at board, _____ is right. You don't have to measure the top, too, because it's a rectangle. The top and bottom are the same, just like the two sides are the same.</p> <p>He takes the pen from student at board and writes "7" on the top and "3" on the other side of the figure.</p> <p>T-OK, thanks Hillary, you did a nice job getting us started. Go and sit down.</p> <p>Students puts down stack of straws. Partner gives her a high five. Students clap for her as she sits down.</p> <p>T- Class, we've been working on how to find perimeter. You have all the information you need now. Go ahead and practice your adding to find the perimeter of this shape. Remember to add all the numbers you see. Work by yourself this time.</p> <p>Students stare at graph paper and straws. Some students scribble numbers on papers. A few students pick up toothpicks.</p> <p>T walks up and down rows. Whispers to one student with head down, "go ahead and draw the rectangle just like it is up there."</p>	
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9:15am	<p>One S draws tick marks and counts each one.</p> <p>S's partner- This is easy! You don't have to write it out like that! Look, make tens!</p> <p>S continues counting.</p> <p>S's partner picks up a chapter book from desk and starts reading.</p> <p>T-OK, class, what is the perimeter of this rectangle? Hands please.</p> <p>Almost all students raise hands.</p> <p>T-Yes ____ (to student who was at board).</p> <p>S- 20! The answer is 20 straws!</p> <p>T writes <math>P= 20</math> on the board.</p> <p>T- Very good. Class, go ahead and do numbers one to fifteen in your book. You can use the strategy we learned together.</p>	
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