

3. Teacher's Comments

- [00:00:05](#) I start every lesson with 10 quick questions which are revision questions from the previous lesson. This time it was on corresponding angles and sides in two congruent triangles. (I was obviously nervous at the start of the lesson). I make the questions simple, so that the students can answer all of them correctly, because the goal for the class is to get 100% correct.
- [00:04:51](#) The Maths coordinator at our school encourages the teachers to do group activities in their lessons. This is in line with current practice in the state of New South Wales. I chose this lesson as a group activity because one of the other teachers at my school had used this lesson quite successfully, although I had not done it myself. I allow the students to choose their own groups where possible, because they are comfortable sharing ideas with their friends. They also tend to choose friends with similar ability, which extends the advanced students and helps with the self esteem of the less able students. I believe that students learn better when they are able to collaborate.
- [00:07:02](#) I explained the aim of the lesson so that the students would understand the goal that they were trying to achieve. I read the instructions to the students because some students have difficulty understanding written instructions. I could have told them to use the length of the sides and the size of the angles to describe the triangles, however, I think it worked better because the students constructed triangles from their own experiences and in their own language. They were familiar with constructing angles and sides of a triangle using protractors and compasses.
- [00:20:45](#) In the worksheet from the previous lesson, students had to cut out triangles and find the congruent ones by matching them. If one fitted on top of the other, they were congruent.
- [00:24:12](#) When this group of students finished the activity, I discussed their results with them and asked them questions about what they did. I encouraged the students to analyze their instructions and then to modify them in terms of sides and angles.
- [00:26:22](#) This was said in fun.
- [00:26:31](#) Since this group of students had finished before the rest, I asked them to think of a different solution to the problem. I did this in order to extend their thinking beyond the worksheet. I repeated this for other groups that finished early.
- [00:29:54](#) This student drew a triangle from a different perspective, and my first reaction was that she had done it incorrectly. However, she had still followed the instructions that I gave her and therefore I did not want to tell her that she was wrong. I quickly realized that she was drawing two triangles and continued from there.
- [00:31:46](#) I moved around the class until I had spoken to every group. It is important that every

student feels that they are an important member of the class and that I have been interested in their work.

[00:33:44](#) I used a student's work as the example on the board. This often helps the other students in the class to understand the concept better because it is in their own language. (I meant to do it for SSS too).

[00:34:35](#) This was another example of where the student described the answer in her own words, which was different from the conventional Maths description. I feel that it is important to listen carefully to a student's answer and not to judge it on what you expect to hear.

[00:36:31](#) I was so pleased when the students introduced the concept of three angles and this led to a very productive discussion.

[00:37:39](#) The convention in Maths and in the textbook is to use SAA for side, angle, angle. I stated the correct terminology, but I wrote what the student said on the board, because she was correct. However, for the next lesson I used the standard terminology.

[00:38:49](#) I always go over the first example from the textbook and explain how to do it.

[00:39:55](#) I check the homework and record who has done it. I do this when they are doing individual work so that I can answer any problems that they have on an individual basis.

[00:45:07](#) I collect the books at the end of every topic and check their work. I was collecting them for the topic that they had just finished.