

A. Case Study August 2010 Note: A is the Student; T is the teacher; S is Suzanne Marten (Center for Educational Options; PerDev)
 Guiding Questions: What can we understand about A. as a learner? What gets in his way? What motivates him?

Description (Facts, exactly what happened)	Thoughts and Questions	Next Steps
<p>6-11-10 Color Slabs</p> <ul style="list-style-type: none"> • Soc Stu class watching Roots and taking notes. A's paper was blank yet he was actively and appropriately participating in discussion. <p>T-"Do you want to leave class with S?"</p> <p>A- what are we going to do?</p> <p>T- Some work</p> <p>A- Work? What work?</p> <p>S- It's going to be work but it's more like a game, not school work.</p> <ul style="list-style-type: none"> • Game instructions: "Sort into two piles that are the same." (calls for him to decide on his own criteria for what "same" means.) • Color slabs- Immediately sorted and categorized based on color, shape and size, and the number in each pile. • A. silent during the sort. • S- "Tell me how you made your two piles." • Slowly, A started to share: (paraphrasing – I picked one of each color.) • S- "And what else?" • A- well they are the same. • S- How? • A- outlines the shape of the block • S- "So you mean a rectangle?" • A- "yeah." • S- "So you thought about the color and you thought about the color and you thought about the shape and even the size of the blocks." • A- "yeah." • S- So you looked at color, shape and size. Anything else? • A put his hand on the top of the two piles of equal height. 	<p>A's eyes took in that there was 2 of each color slabs. It seemed as if the visual was working faster than the oral.</p> <p>He offered up enough language for S to scaffold A's further articulation of his thinking.</p> <p>S is trying to jump start conversation and he is not offering up a whole lot of language which frequently happens with students who just did something.</p>	

DESCRIPTION	THOUGHTS/QUESTIONS	NEXT STEPS
<ul style="list-style-type: none"> • S- What are you showing me? • A- Well they're the same. • S- How do you know that? • A gives S a "duh" look. • S raises her eyebrows. (Message is 'I know you know. I am asking you to use language to explain <i>how</i> you know.) • S- So you looked at color, you looked at size and shape... • A- Well, count them. • S counts both piles out loud while A looks at her like "You really needed to do that?" <p>Notes on color sequencing</p> <ul style="list-style-type: none"> • Non random arrangement (didn't pick those on top) Dark colors first. • S asks A to flatten both piles. (S has in her mind that A is making intentional choice order which seemed important b/c of the way he was dressed: black pants, shirt & gloves.) • S- tell me about the colors. • A- Well (pointing to red and black, "These are the best colors." Pointing to brown, green, blue, "These are pretty good." And touching light blue and yellow, "I don't like these." Pointing to white, "This one goes here." • S asks A to name colors. • A gives basic names of colors in order. Hesitated with light blue b/c he already said "blue." (This is purposeful to force differentiated language production.) • S randomly points to slabs for names to assess word retrieval. Able to do quickly and accurately after several 	<p>S is producing language for him and with him, prodding him with gesture. She is playfully showing him she knows he knows. (I'm not stupid and you're not stupid either.)</p> <p>A is challenging S to count them the way he did. S thinks he could just see them without actually counting them...</p> <p>S is following A's directions, affirming that his very immediate visual assessment was right.</p> <p>S is guiding A to slow down to verbalize, <i>to produce language</i> to explain what he knows how to do.</p> <p>Why does white "go there?" He doesn't have the language but he knows the color spectrum.</p>	

rehearsals in order.

- S took away colors A didn't like, Asks A to close his eyes, arranges order and A has no trouble (no change in breathing or hesitation) in noticing what S changed. Still no spontaneous language. Just picks up and moves blocks back.
- S insists on language. How did you know that?
- "Because the black one goes here."
- "Where's here?"
- "Next to the red one."
- "If someone couldn't see it, how would you tell them where next to the red one is?"
- "It's on this side."
- "What side is that?"
- "The left."
- So if the black is on the left, where is the blue one?"
- "On the right."

- S. asks A to rearrange slabs and she closes her eyes.
- A gets gleam in his eye. A is smiling and S. is rehearsing in her head. While she had only made one change each time, he makes 3 changes, a complex change.
- All of his complex changes did nothing to interrupt his knowledge of his original order.
- A is taking a long time. S says, "OK, I've had my eyes closed for a really long time. I'm thinking you're changing a lot of things. It's making me nervous. How am I going to remember?"
- S. opens eyes and very **deliberately talks through everything** she notices and what she is trying to figure out as she puts the slabs back in his color order.

He laid his favorite color on left and went to right; he has the directionality of English.

Visual processing- 80 m.p.h.
Verbal articulation (language processing)- 40 m.p.h.

trust

How is he using these visual skills in the restaurant?

S gives power over to the learner and the learner uses it.

S is thinking that A is thinking: "I am doing to you what has been done to me over and over again!"

Long term Mastery Objective for A.: A. will be able to explain his thinking orally and in writing.

Short Term:

- 1.
- 2.
- 3.
- 4.

Who does this student remind me of? How may the lessons for this student be applied to differentiating for them?

- 1.
- 2.
- 3.
- 4.