Glider Dyad Example Dialogue

The dyad is discussing the new teacher’s practice around homework. They also talk about two students who made mistakes on their math homework because they did not follow directions.

Mentor: If you’re checking homework and using that as a springboard into the instruction, then they’re more likely to do it and more likely to make the connection to what they’re doing in the homework. One kid, the only mistake he made was in reading the directions. And he didn’t like having anything marked wrong.

Teacher: Right, nobody likes it marked wrong. I’m looking at their score, if they get one or two wrong it’s not a big deal, but if they have half the homework wrong, then let’s go over it and see where the mistake was.

Mentor: The assessment is built in, so nice.

Teacher: Yes, he was only rounding one of the two numbers. It wasn’t a big deal, just reading instructions.

Mentor: At first, he didn’t want to let go that he got them all wrong.

Teacher: It’s important to them. It means something to them. Yesterday, I had a student that got a bunch of problems wrong. Same thing: He was just misreading the instructions.

Mentor: So, since this has happened two days in a row, if it were me, I would start tomorrow with, “Did everyone follow the directions on their homework last night? How do you know you followed the directions?” Get their feedback. Do they read the directions or just skip right to the problem solving, assuming that if the numbers are arranged this way, then I’m going to do this.

Teacher: Yeah, with the student yesterday, I know he gets help with his homework from his parents. He gets a lot of support. It’s always a give and take. Definitely reading the instructions, maybe double reading them twice and making sure, you know?