

In preparation for making my lessons for Teach Two, I interviewed two struggling learners in the classroom. To preserve their anonymity, I will refer to them as Student 1 and Student 2. Student 1 is very outgoing, and is willing to answer teacher questions and does not seem discouraged even when he answers them incorrectly. However, he did not score well on the Teach One post-test, which is one reason I chose him to be interviewed. Student 2 is very reserved and was not engaged during Teach One. They made no attempt to complete any of the tests, examples, or homework. I chose to interview them because I was curious if there was something I could incorporate into the lesson that would engage them.

The content focus of Teach Two is understanding components of $y=mx+b$ and graphing using $y=mx+b$. When asked if they were familiar with slope-intercept form, both students said they were not. Student 1 expressed that he really enjoyed getting to work in groups during Teach One and he hoped the next lesson also had group work. However, Student 2 expressed the opposite and said they preferred to work alone. Both said that if they were going to work in groups, they preferred to work with people they knew well.

After interviewing the students and reading the article on strategies for struggling learners, I decided to implement scaffolding into the lesson. Because both students said they were not familiar with $y=mx+b$ at all, I thought it would be a good idea to look through the topics they will have covered just before it and connect those ideas to the lesson I was teaching. For example, I saw they will have had lessons over slope and intercepts before my lesson, so I decided it would be a good idea to connect my lesson back to those. Because one student liked group work and the other didn't, I wanted to allow students to have both individual and group work time throughout the lesson. Additionally, for group work I planned to do a stand up, hand up, pair up where multiple students would receive the same problem. This would make it more

likely that students would be able to find someone they already knew to work with, while still encouraging them to work with new students as well.