

Teach Like A Champion: Cold Call Technique

Grade Seven – Mr Rector

Teacher: Okay, I'm a square field with an area of 169 square feet, what's the length of one of my sides?

Presenter: Here's another great teacher of cold calling. This is Jesse Rector.

Teacher: I'm a square field with a parameter of 48 feet, what's my area, Katrina?

Presenter: Jesse's kids are all standing. When he asks them to stand, they know they're going to get cold called. Cold call is better when the students know it's coming. That way they're all doing every problem in their heads to be ready. And they're hard problems.

Teacher: Excellent, I am a tri ... an isosceles triangle, excuse me, with two angles that measure $3x$ each, what is the measure of my third angle, Aniya?

Pupil: 180 degrees minus $6x$.

Teacher: Excellent, 180 degrees minus $6x$. The square root of 400 is what, Frank?

Pupil: 100.

Teacher: No, the square root of 400 is not 100.

Pupil: 20.

Teacher: That's right, it's 20, tell them why?

Pupil: Because if you [unintelligible 00:01:04].

Teacher: Excellent. Let's see, I'm a regular pentagon with a parameter of $30x$ minus 15, what's the length of one of my sides, Samira?

Pupil: $6x$ minus [unintelligible 00:01:18].

Teacher: Excellent. Let's see ...

Presenter: The [rigor's] important here. Some people think cold call has to be simple questions, but these are two-step problems, hard problems.

Teacher: ... give me 20% then, Caitlin?

Presenter: Some people worry that their will be chastened if they cold call them, but that's clearly not the case, these kids are proud. They like being challenged.