Date of Use of Framing Routine: March 7, 2023
Topic: Composite Area with Subtraction (SOL 8.10)

What went well and why?
The first time I completed a FRAME with my students, I used more of a presentation style and, while everyone got the information, it wasn't as effective. This time, I ensured that I was asking lots of questions and calling on as many students as possible to involve the entire class in the completion of the FRAME.
While completing the "So What?" section, students brainstormed real-world scenarios and jobs where finding the area of composite figures would be needed. This is the most impactful and memorable part of the Framing Routine.

What was a challenge and why?
I love the idea of using the Framing Routine to re-teach and review topics that students struggle with, but it can be challenging to get answers from all students when filling out the FRAME.
I made an effort to call on as many students as possible, but that meant I encountered several "dead-ends." In one class I had to ask several students before one was able to explain what a career was and I had to ask a couple of students for the correct units when solving the example problem.
This is not a big deal, and completely normal for any classroom, but it can feel like a challenge when trying something new.

What will you do next time? Adjustments, ideas, etc.
I will continue asking the students questions to minimize their opportunity to be off task and give them ownership of the material.
I will spend more time emphasizing the purpose and importance of the Framing Routine.