

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than 6 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

[Both clips show lesson #2 in which students are exposed to quarters. The two clips show whole group instruction activities which require movement around the classroom which is vital at such a young age.]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[Throughout the video clips submitted, I thoroughly demonstrate respect to each individual student by calling students by their first name and responding to each statement or question in which they make. It was important to me immediately to make a connection and get to know each student so they are able to respect me on the same level. Through getting to know each student, I was able to identify their strengths and weaknesses when it came to math. Did they like the subject? What did they like most about mathematics? What were their thoughts on centers? Most students said that they would prefer to have centers in mathematics because they “don’t like sitting in their desk.” This was very useful information as I incorporated a variety of movement throughout my lessons. I was responsive to all students as I called on different students each time by their first name. A few times throughout the clip, I addressed a student who was doodling on his whiteboard. At 1:50 in the first clip I addressed a student who was not doing what was asked of him. Instead, he was drawing pictures. I also promote a positive environment by bringing forth humor to the classroom. For example, at 2:09 in the first clip I had a student who did not use a label on the end of her value given. Although the answer was correct, I wanted to ensure that she used the label “cents.” With this, I asked, “75 what, Livia? Pickles? Teachers? Livia’s? That is when she chuckled and responded, “75 cents!” In clip one, at 5:19, I had a student say, “You didn’t say that you were going to be a quarter!” This is something that I should have told the students prior to their predictions. I wanted to ensure that it was an even dollar amount so it was more simpler for the students. This particular student’s prediction was incorrect because I didn’t say that I was going to be involved. Another time that I show rapport for the students in both clips is redirecting their behaviors and answers as well as allowing them time to rethink what they just said if they were incorrect. This was also used with the previous example of labeling. I allowed the student to correctly say and identify her answer confidently. To challenge all students, I asked them to estimate how much money is in the classroom (clip #1). This encourages them to think deeply into what they have learned (4 quarters equals 1 dollar). I wish I would have separated the students out more when doing this activity in clip #1 so that the students are visually able to see the different groups. Though not recorded, the students thoroughly enjoyed the “Money Song” as this brought forth and prompted a positive learning environment for all.]

3. Engaging Students in Learning

Refer to examples from the video clip(s) in your responses to the prompts.

- a. Explain how your instruction engaged students in developing understanding of mathematical concepts.

[At the beginning of clip #1, I ask students to show me a quarter. This makes them super excited as this is something that they are excited about! In fact, 2-3 seconds into clip #1, you can hear a student yell, "Yay!" I ensured that each student was given the opportunity to partake in each activity. To these students, movement is key. This class is not able to sit in a desk for a long period of time. I have adapted that to each lesson to ensure movement and hands-on learning. In clip #1, students are arranging themselves to test their prediction: How much money is in the classroom (just quarters)? In clip #2, students were assigned a coin and those coins were to come to the front to be counted. This gave the students in their desks a "job." They had to count the money themselves. Each student was engaged in the content of the lesson as each student had a job to do within each activity. Students were not allowed to sit in their desk and not pay attention to the material. Students had to be aware of what was going on in case they were called upon to do something. Like previously stated, next time I will change the groups to ensure that the groups are divided so it is more visible to each student.]

- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

[While counting coins (money) is a concept that can relate to every student's everyday life as well as a concept that will carry on with them throughout their adult life, I wanted to encourage students to think beyond just coins. I encouraged students to think of dollars which is one hundred cents. Students were able to make a connection to this. In each activity, students used prior learning to sort their coins by the greatest value to the least value before counting. This was important as I promoted this during the activity within clip #2. I demonstrated this by calling up the quarters first, dimes second, nickels third, and the pennies at the end. As we counted each set of money during guided practice, I encouraged students to think about what they could purchase with that amount. If students needed extra guidance, I encouraged them to think about snack time at school. For example, a milk is worth 40 cents, a donut is worth 40 cents, chips are worth 85 cents, etc. Students were able then to relate this to their everyday life and become more aware of their purchases with their school account. When planning the learning segment, I needed to be aware that about 95% of the students in the class come from well supportive homes in which the parents have a positive role in their child's life. Prior to the learning segment, a letter was sent home to parents explaining that money would be covered over the next few days. It stated that it would be beneficial for parents to count various amounts of coins with their child. For example, a parent could pull out all of the coins in his/her pocket from the day. The child could then be given the opportunity to recognize, arrange, and count the coins.]

4. Deepening Student Learning during Instruction

Refer to examples from the video clip(s) in your explanations.

- a. Explain how you **elicited and built on student responses** to promote thinking and develop understandings of mathematical concepts.

[In the first clip at 0:37, I asked students to estimate how much money (just quarters) is in the classroom at that time. I prompted students to recall previous knowledge: four quarters equals one dollar. Then, at 2:42, I ask students, "How do you think we could count all of this money?" This will get students to deepen their thinking of counting coins. I want them to realize that it is easier than it sounds. This will promote students' thinking as well as help them understand how to count coins. Continuing on, I ask students at 5:43, "How many cents is three dollars?" This will help them recall previous knowledge, as well. At 3:27 in the second clip, I had one student

who had difficulty recognizing his coin. He replied, “A dime.” I replied, “Not quite.” That student then replied again and said, “A nickel” in a hesitant voice. I wish I would have capitalized on this time and helped the student understand why that is a nickel and not a dime. I wish I would have also asked him how much his coin’s value is. This would have helped the student see it visually and hear the coin’s value being said aloud. At 4:09 in the second clip, I also promoted students to count the coins along with me. They did so; however, it was way too fast. This was an opportunity for me to stop the class and tell them to slow down. Counting coins is not a race. Students were also given the opportunity, though not video recorded, to deepen their own learning through the “Money Song” (see instructional materials). Students were immediately intrigued by the tune of wording of this song.]

- b. Explain how you used representations (manipulatives, models, tools, diagrams, charts) to support students’ understanding and use of mathematical concepts.

[This learning segment is mostly hands-on learning for the students. Counting coins/money is something that is difficult for students to grasp solely through direct instruction. Students were given the opportunity to plastic coins within their tool kits to count various amounts of coins and to be able to visually see the coin. Several activities within the learning segment, especially lesson three, uses numerous manipulatives to aid in student learning through each center. These centers included sorting coins with plastic or real coins (if enough were available), coin amounts clip cards with coins shown on the card and students are to place a mini clothespin onto the correctly identify value, coin war in which students count coins on different cards and identifies if their partner or themselves had a greater value, and lastly, students were to count money in cupcake liners. With this, students are given cupcake liners with various values written in the bottom of each one. Students must place coins in the cupcake liner to match the value written on the bottom. Overall, there were numerous activities in which students are hands-on and learning through movement. Before completing each activity, however, I modeled how to correctly complete each activity. This was to ensure that there were no bad habits developed and students could visually see the instructions provided to them. Students were also given the opportunity to begin their at home work (see instructional materials) during the learning segment. This was to ensure that students understood the material and were given the opportunity to ask questions, if needed.]

5. Analyzing Teaching

Refer to examples from the video clip(s) in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[Overall, I wish that I would have used various language functions more during whole group instruction time. This would have prompted students to do more in-depth thinking and analyzing. Instead, I used this through small group interventions in which I was able to discuss with each student individually. During whole group, I would often find myself asking the students, “What is the value?” or in other words, “Count the coins.” However, it is important to note that I used higher level thinking questions throughout the material which kept the students focused and engaged in the material being presented to them. I also feel as if I did not provide enough opportunities for students to ask questions on things that they may have been confused on. For

example, at 2:53 in clip #2, a student did not come to the front because he could not find a nickel in his tool kit. As the student did not raise his hand, it may have been because he simply could not identify a nickel within his tool kit. I firmly believe, however, that respect and rapport towards the students and the respect towards the educators in the classroom is at an ultimate high. With that, I would hope that students feel comfortable asking questions and being themselves during mathematics instruction. I moved throughout the lessons at a fast pace to ensure that students are focused and energized throughout each lesson. Another focus that I would change if given the opportunity is more identification and recognition of various coins. On day 2, it would be important to go through each coin one-by-one and identify one characteristic of that coin that students could look for to easily remember it. The student in the back of the class, closest to the camera, is one student on an IEP due to emotional/behavior issues. During mathematics instruction if this student does not need attention, the paraprofessional will also circulate the classroom to assist in what is needed. This is a huge benefit to our students. I wish I would have noticed and addressed the behaviors of the student in the blue shirt in the end of clip #2. That behavior is a sign to me that it is time to move about the classroom or move on to the next activity. This is a nice reminder for me, as well, to look out for these behaviors. If one student is feeling that way, typically, some others are too. I also believe it would have been beneficial to have posters in the front of the classroom to identify each coin and its value throughout lessons one and two. By lesson three, students should have become familiar with them. This would have been another additional tool and resource for the students, especially the visual learners. As I continue to evaluate myself as a teacher and grow in my teaching abilities, I hope I can continue to find ways to improve my teaching and help students grow and become more successful mathematics and in other subjects as well, not only mathematics.]

- b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

[These changes would greatly improve student learning in numerous ways. One of these ways would include students simply taking the opportunity to ask questions and express how they feel about something. This would have helped me to understand where the miscommunication or confusion may be. This may have also clarified different misunderstandings that other students may have had, as well. Lev Vygotsky's aspect of learning revolved around the idea that the potential for cognitive development depends upon the zone of proximal development. Allowing students to ask questions while answering and responding to my own questions proposed to them would help determine each students' zone of proximal development. This would determine where and how students need to be instructed. This would help me greatly; however, it would also help the students to ask questions about previous knowledge or previous lesson material which may be beneficial to all students. Relating back to the behavior issue at the end of clip #2, this student was signaling to me it was time to move on. He was ready for something new. I also feel as if I did not provide enough visual information to the students besides the SmartBoard lesson. If I were to have posters displayed in the front of the classroom, visual learners may be more willing to put the effort into learning as that is their specified way of learning. I also incorporated YouTube songs and a song to learn for the auditory learners which is an important aspect in first grade. Throughout the centers, students experienced interpersonal relationships, teamwork, exploring intrapersonal thinking, bodily-kinesthetic learning while moving about the classroom.]