

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 11 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.

[The central focus for the content that I will teach in the learning segment is counting. Within the three lessons the students will be introduced to the counting strategies count and scoot, count and touch, ten frame, and check strategy to aid them in counting. Though many of the students know how to count they seem to have difficulty counting objects. I have noticed that many of the students struggle and come up with various quantities when counting the same objects. The purpose for the content is to improve and strengthen the students' counting abilities. By having the students use counting strategies they will learn how to associate one number with one object when counting. Also they can use these counting strategies in their everyday life and in other math problems later on.]

- b. Given the central focus, describe how the standards and learning targets within your learning segment address

- conceptual understanding
- procedural fluency **AND**
- mathematical reasoning or problem-solving skills

[As mentioned above the central focus of the learning segment is counting. The standard I am using for my three lessons is [CCSS.Math.Content.K.CC.B.4.a](#)—When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. The learning target I am using for all three lessons is that the students will successfully count the number of objects by using different counting strategies. The reason I chose this is because I have four different counting strategies that I will teach the students throughout the three lessons; by having the same standard and learning target I can focus on counting and help the students master the four counting strategies. The students will physically and verbally demonstrate that they have achieved conceptual understanding and procedural fluency. To physically demonstrate conceptual understanding and procedural fluency the students will be split up into partners and work on counting strategies, the teacher will assign the students their strategy each day. By having the students practice with each other they will learn from one another and increase their conceptual understanding. Also by having them work in partners they will have the chance to work on the counting strategies hands on and this will demonstrate their procedural fluency. Lastly, the learning target and standard within the learning segment will address problem-solving skills by having the students use different counting strategies that they use in everyday life. Also much of the math in kindergarten requires the students to count, by knowing different counting strategies the students are more likely to understand and solve future math problems.]

- c. Explain how your plans build on each other to help students make connections between

- facts
- concepts
- computations/procedures **AND**

- mathematical reasoning or problem-solving strategies to deepen their learning of mathematics

[My lesson plans build on each other to help students make connections between facts, concepts, computations/procedures and mathematical reasoning to deepen their learning of mathematics. In the first lesson the students will be introduced to two counting strategies in the exploration portion of the lesson. The students will become aware of the fact that they must count using one number for only one object. When they become aware of this they will become more accurate in their counting. As for concepts I plan to use counting throughout all three lessons but plan to rotate the counting strategies. On day one I plan to use the count and scoot and count and touch strategies. On day two I plan to use the counting strategies count and touch and ten frame. On day three I plan to use the counting strategies count and scoot and ten frame. I started with two fairly basic counting strategies to warm them up for ten frame on day two. On day three I decided to review the strategies to ensure the students will retain the information and understand the concept. On day three I will also switch from counting fish to counting bears so the students understand that these strategies can be used on anything not just counting fish.

During the exploration portion of the lesson the students will be in partners and will each be assigned a counting strategy. To ensure that all students understand the concept of counting and the counting strategies the partners will switch strategies half way through the exploration portion. Also by having the strategies spread throughout three days the students are more likely to retain the information. By having the students practice all the counting strategies they deepen their understanding of the procedures required for each strategy. Also their partners can help reinforce procedures because each student will have used every strategy at least once during the learning segment.

One of my goals for the learning segment is that the students will mathematically reason the ten frame. I want the students to reason that the ten frame holds ten and that half of the ten frame is five. This will help the students master the fluency cards that we go over before each math lesson throughout the whole year. Currently, there are some ten frame flash cards within the fluency cards that we go over before the lesson. However, at the moment the students keep counting each dot on the ten frame flash card. I hope that by the end of the learning segment the students will be able to recognize numbers on a ten frame quicker and accurately by using mathematical reasoning.]

- d. How and when will you give students opportunities to express their understanding of the learning targets and why they are important to learn?

[Students will have various opportunities to express their understanding of the learning targets and why they are important to learn. At the beginning of each lesson the students and I will go over the learning target. I will say the learning target, the students will then repeat it, and lastly tell their partner the learning target for the day. I will make sure to ask the students what we are learning/working on (learning target) throughout the lesson each day. This will inform me that they know and understand what is expected of them. During the exploration portion of the lesson the students will physically demonstrate that they understand the learning target. The students will work with in partners and practice the counting strategies assigned for the day. At the beginning of each lesson I will ask the students why they think counting is important. Then when working on the formal summative worksheet assessment I will ask the students which strategy will work best on the worksheet and why. By having them answer I know that they understand why the different counting strategies are important. Then at the end of the lesson I will have the students remind me what we learned (learning target) during our lesson and how we can use it in our lives.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–c), describe what you know about **your** students **with respect to the central focus** of the learning segment.

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

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[Prior academic learning related to the central focus, counting, includes the brief introduction to the different counting strategies. The students have had some exposure to the counting strategies but have not had a proper lesson on counting strategies. I have noticed during centers and testing that the students know how to count but struggle and are still learning to count objects accurately; this is especially true with the struggling math students and the IEP student. When I helped with testing the students for conferences I noticed that the IEP student and struggling math students can count in sequential order up to ten or fifteen but they struggle when connecting it to an object. By going over the counting strategies it will strengthen all the students counting skills. As for prerequisite skills related to the central focus, counting, the students all already can count up to ten or fifteen. By keeping the number of objects that need to be counted at twenty or lower I am able to help the struggling students and the IEP student improve their counting skills and counting strategies. This will also help the students that are on track or gifted strengthen their counting skills and counting strategies by helping them count in an organized manner.]

- b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?**

[About half of the class is Caucasian and the other half is Hispanic and African American. Many of my students participate in free or reduced lunch/breakfast. I am also aware that about a fourth of the class comes from a split or complicated home. For example, I have a student whose grandmother is her guardian and has little contact with her parents. Despite the challenges that these students and their families face about 90% of the students turn in their homework and many of the parents/guardians volunteer for school events. We had about $\frac{3}{4}$ of the parents show up for a field trip this fall.

Currently the students are very into learning Spanish and counting in Spanish during calendar time. I think this is great because it exposes them to a new language and also connects the cultures within the class. The students are also very engaged when it comes to reading and are particularly drawn to the book *The Rainbow Fish*. That is why in my lesson I included counting fish in the activity.]

- c. Mathematical dispositions related to the central focus—**What do you know about the extent to which your students**
- **perceive mathematics as “sensible, useful, and worthwhile”¹**
 - **persist in applying mathematics to solve problems**
 - **believe in their own ability to learn mathematics**

¹ From the Common Core State Standards for Mathematics

[My students all for the most part perceive math as “sensible, useful, and worthwhile.” The students find the most worthwhile part to be the exploration portion of the lesson when they get to work hands on with a partner on the central focus. The students also find the central focus to be useful because they count everything in kindergarten. They understand that it is a useful skill to have.

My students persist in applying mathematics to solve problems every day in our classroom. The students are all determined on solving the problem at hand. If they don't understand they want you to explain. I have also noticed the students using math to solve problem during calendar time. When we count how many days we've been in school or determining the day the students will use different strategies to come up with the answer themselves. For example, I ask the students how many days we've been in school (let us say we are at 55 days of school) the students will look at the hundreds chart on the board and start counting from 50, a familiar looking number, to reach the correct number.

For the most part the majority of the students believe in their own ability to learn mathematics. There are a few students who struggle to remember how to write numbers so I have posted the numbers on the board for the whole class to reference when they need. I have one new student who has trouble believing in her ability to learn mathematics. I have noticed that she decides to talk instead of working on her math and then tells me she will do it at home. Of course I and my cooperating teacher do not let her to just take it home; we each work with her and help her finish her work. We think that the main reason for her behavior is because she missed quite a bit of class at her previous school which only had half day for kindergarten. We believe she fell behind and we are working with her to catch her up. She is currently in an intervention math group that helps struggling math students improve.]

3. Supporting Students' Mathematics Learning

Respond to prompts below (3a–d). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, **use principles from research and/or theory to support your explanations.**

- a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, mathematical dispositions, and research/theory.

[Many of my students' prior academic learning includes them verbally counting up from 10-100 depending on the student. As I mentioned earlier the students have difficulty connecting one number to only one object. Hopefully, with their prior academic learning and the counting strategies they will be able to strengthen their counting skills. When completing the worksheets the students will have to write down numbers one through eleven. Knowing that there are a portion of my students who struggle to remember how to write numbers I have used the Glad method and posted the numbers on the board. I used this same method and posted the strategies on the board so the students could reference the strategies throughout the lesson. Also the original lesson plan from the curriculum provided by Teachers Pay Teachers suggested using counting bears for the first two lessons and then counting buttons on the third day. I decided to use counting fish on the first two days and counting bears on the third day. The reason I choose to do this is because the students are very much into the book *The Rainbow Fish*. I thought that by using counting fish the students would relate back to the book and feel more comfortable counting. Also before every lesson we review fluency cards to build on the students' prior academic learning.

When it came to my lesson plan format I chose the Burns Format (2007) introduce, explore, and summarize. The format is split this way to have the students be introduced to the topic and

learning target first. During the introduction portion the teacher can model for the students what will be required of them for the exploration portion of the lesson. Then the students will have time to actually practice what was modeled by the teacher during the exploration portion. Lastly, the students will be able to summarize what they have learned during the summarize portion of the lesson. I will be giving the students a summative assessment at this time. Since, I give immediate feedback after their assessment the students can visually see what they have learned, what they need to improve on, and reflect about the feedback given during this portion. I selected this lesson format because my students are still young and I feel that lecturing would not be effective. The Burns Format (2007) fits the classroom environment and age group because it is a very engaging format. For example, when the students work with partners it will keep them engaged and allow them to have hands on experience.]

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[As I mentioned before the whole class will go over the fluency cards before every lesson. By doing this the students will be “warmed up” and ready to learn. The students will also learn the learning target at the beginning of the lesson and will be asked to tell their partner the learning target. By doing this the students will be aware of what we will be doing and know what is expected of them. We will also go over the lesson as a whole class during the introduction portion of the lesson. A student and I will model the activity for the whole class to ensure the students know what they will have to do with their partners. Afterwards I will split the students into partners for the exploration portion of the lesson. The reason the students will be in partners is because Vygotsky’s (1978) theory states that students learn better in groups with their peers. By having the students split in partners it will increase their learning and to keep them engaged. I will partner the students according to level and need. High students will be paired with medium level learners and low learners will be paired with the remainder of the medium level learners. However, I also took into consideration native languages. I do not have any ELL students per say but I do have students that speak both Spanish and English very well. I will pair up students whose native language is Spanish together so they can communicate in whichever language they feel most comfortable in. As I mentioned earlier many of the students are interested in learning Spanish this is why I will pair some native Spanish speakers with students who are doing well with Spanish learning. By doing this both of their Spanish counting skills will be strengthened and they will also be more engaged because it’s something they are genuinely interested in. My one IEP student who is considered a low level learner will be paired with one of my higher level learners. The reason for this is because my higher level learner is very patient and really enjoys helping the IEP student with his work. It also helps the higher level learner strengthen his own skills because he is teaching and guiding the IEP student. I will also circulate the classroom to ensure that the students comprehend the content.

When the students work on their formal summative worksheet assessment I will model the first two problems so that all the students know what is expected of them. Afterwards, I will circulate the classroom to make sure the students are on task and understand the concept. I will give further instruction and/or explanation to those students who are struggling. The students will have a chance to complete the worksheet on their own. Then they will come up to me to give them immediate feedback. If the students have any incorrect or missed problems I will point them out to the student. If any student continues to have difficulties I will assist them. I know that I will have to help my IEP student and a few of my struggling math students. I will assist them

and guide them to count. I will also have counting strategies and the numbers on the board so they can reference them throughout the lesson so they become more independent learners.]

- c. How will students identify resources to support their progress toward the learning targets?

[Students will identify resources to support their progress toward the learning targets by asking the teacher for help, the numbers posted on the board, the counting strategies posted on the board, and the teacher's example problems. As I have mentioned I will be using the Glad method of posting the numbers and counting strategies on the board so the students can reference them all throughout the learning segment. The students are aware that they can ask the teacher for help when needed. I will also complete the first two problems on the worksheet each lesson so the students can reference while they finish their own worksheets.]

- d. Describe common mathematical preconceptions, errors, or misunderstandings within your central focus and how you will address them.

[One of the common mathematical preconception, error, or misunderstanding within my central focus is that my students still have a hard time writing numbers correctly. Another common mathematical preconception, error, or misunderstanding within my central focus is that students have difficulty counting one number and relating it only to one object. To address the first misunderstanding I will post the numbers they need to write, 1-11, on the board so the students can reference during the lessons. I will address the second misunderstanding by modeling how to count and use the counting strategies in the introduction portion. To further address the second misunderstanding the students will be allowed to practice with their partners the counting strategies. The counting strategies will be posted on the board so all students can reference them during the lessons.]

4. Supporting Mathematics Development Through Language

- a. **Language Function.** Choose **one** language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment:

Categorize	Compare/contrast	Describe	Interpret	Justify
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[Compare is a language function essential for student learning within my central focus.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[During the exploration portion of the lesson on day 1, 2, and 3 the students will be partnered and will practice the counting strategies. When practicing the counting strategies each partner will be assigned a counting strategy. The students will each take a turn counting out the objects with their assigned counting strategy. Once both students are done counting they must compare their answers and verify that they achieved the same answer by giving each other a thumbs up.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary and/or symbols
 - **Plus** at least one of the following:
 - Syntax

- Discourse

Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?

[Students will need to understand the vocabulary terms **count** and **ten frame**. At the moment the students know how to count but have some trouble when it comes to counting objects. The vocabulary term **count** will be used during all three lessons when the students are physically counting using counting strategies. I will also be adding a fluency card for **count** during lesson one to introduce the word. Since we go over the fluency cards every day before a lesson the students will be able to refresh their knowledge of **count** before lesson two and three. The students will also be introduced to **ten frame**. There are **ten frame** cards included in our fluency cards but the students are yet to have a clear understanding of the concept. This is why we will go over the concept more in depth. The students will apply **ten frame** in lesson two and three while they physically use the **ten frame** to count during the exploration portion of the lesson and the summative assessment worksheet for lesson two.

The syntax used in the learning segment is the four different counting strategies count and scoot, count and touch, ten frame, and check strategy. As I have mentioned earlier the students can count but have difficulty connecting a number with only one object. By having the students learn these new strategies they will strengthen their counting skills and also learn to count in an organized and efficient manner.

For discourse the students will communicate that they understand the meaning of the term **count** and **ten frame** by physically performing the action of counting during the partner activity and the formal summative worksheet assessments. The students will also communicate the term **count** when the teacher asks questions. With most of the questions the teacher asks the students should reply with the learning target which includes the term **count**.]

- d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.
 - Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

[The instructional supports prior to the learning task that will help students understand and successfully use the language function will be the teacher and a student modeling the activity. When modeling the activity the teacher will ask the students if the teacher and the student had the same answer. For example, I will ask the students how many fish I counted and then ask how many the student counted. By doing this the students are engaged in the counting process and build a concept for the term count. In lesson two when the teacher and student model how to use the ten frame the rest of the class is engaged in the counting process and build a concept for the term ten frame.

During the learning task there will be a counting strategy reference on the board that lists all the counting strategies. The reference lists the name of the strategies and simple pictures that explain how to complete the strategy. This will help the students recall how to complete the strategies during the partner activity and the summative assessment. Also when completing the exploration portion of the lesson the students will be given counting fish (lesson 1 and 2) and counting bears (lesson 3) to complete the physical action of counting. In lesson 2 and 3 the students will be working with the ten frame strategy and will also physically demonstrate their understanding of the concept and term.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence for you and your students to monitor their conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills **throughout** the learning segment.

[I planned formal and informal assessments that will provide direct evidence for my students and me to monitor their conceptual understanding, computational/procedural fluency, and mathematical reasoning throughout the learning segment. Informal assessments will take place during the introduction and exploration portion of the lesson. In the introduction portion the students will be asked various questions to demonstrate their conceptual understanding. For example, on day two when I introduce the ten frame I will ask the students why they think it is called a ten frame. When the students answer they will also show mathematical reasoning. During the exploration portion the students will demonstrate that their procedural fluency by physically counting the objects using the counting strategies assigned to them. At the end of each lesson the students will be given a worksheet as a formal summative assessment. In this worksheet the students will demonstrate their conceptual understanding, procedural fluency, and mathematical reasoning. The worksheets will require the students to use the check strategy and/or mathematical reasoning. On day one the students will be required to use the check strategy to complete the worksheet. If the students complete it correctly it will demonstrate that they have achieved procedural fluency. On day two the students will have to use the ten frame to complete the worksheet. By completing the worksheet correctly the students will demonstrate that they have achieved conceptual understanding, procedural fluency, and mathematical reasoning.]

- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider all students, including students with IEPs or 504 plans, English language learners, struggling mathematics students, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[I have adapted my planned assessments to allow struggling math students and my IEP student to demonstrate their learning. As I mentioned earlier I have partnered my lower level students with medium level learners. This will allow my lower level students, which are struggling math students, receive help during the informal activity assessment in the exploration portion of the lesson. As for my IEP student who is partnered with a high level learner he will be able to complete the informal assessment activity with the help of his high level partner. As for formal assessment worksheet I will complete the first two problems with the students on the projection system so they have a reference when they complete their worksheet. I will also be circulating the classroom during both the informal and formal assessments in case any student, especially the struggling math students and the IEP student, need any further assistance.]

- c. Describe when and where you will elicit student voice (oral or written) during instruction to raise awareness in both you and the students of where students are relative to the learning targets.

[I will elicit student voice orally during instruction to raise awareness in both myself and the students of where students are relative to the learning targets. The students will be able to express their student voice during the introduction portion of the lesson. For example, I will ask students questions of how they think math is important in everyday life. I wish also ask the students why they think a ten frame is called a ten frame. Through these questions the students

will be able to express their understanding. The students will also have a chance to express their student voice during the exploration portion of the lesson. The students will be encouraged to talk about the counting strategies with their partners. At the end of the lesson the students will also have a chance to express their student voice. The students will be asked what they learned that day. On the last day of the segment I will also have the students fill out a reflection sheet with me on how they think they did using each counting strategy. The sheet will have the students rate themselves on a 1-5 scale. When having the students do this they can verbally explain to me why they think they did good or why they think they need to improve. During this time I will also have the students answer a few questions regarding their learning process.]

- d. What tools and strategies will students use to monitor their own learning process during the learning segment?

[The students will use my feedback and their previous worksheets to monitor their own learning process during the learning segment. Every day during the learning segment the students will be given immediate feedback about their formal assessment worksheet. This will inform the students what counting strategies they will need to work on and which they are excelling in. I will point out correct answers that show good work with the check strategy and ten frame. For example, some students may double check their work on the check system strategy and use checks and then numbers to find the correct answer. I will also point out errors that may need to be fixed. For example, during the assessment for check system if a student used numbers for their checks and wrote, 1,2,3,5 and wrote 5 as their answer. I would tell this student to go back and correct it but to also make sure to slow down when completing the worksheet so their work is accurate. During the feedback I will ask the students which number they wrote they believe is the best, I will also point which number I believe they did best, and include which number they need to improve. The reason I will do this is to help the students improve their neatness. This will come in handy when grading and it also shows that they didn't rush through the worksheet. The students will hold on to the worksheets to compare them at home with their parent/guardian.]