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.

[Lesson 2 is featured in the video clip.]

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?

[I did my best to respond to everyone and to give positive feedback throughout the lesson. If a student got off task/wanted to tell a quick story, I didn't completely disregard them, but tried rather to get them back on the task at hand. Whenever I wanted students to perform a task, I told them the expected behavior instead of telling them blatantly to stop what they were doing. In this way I was implementing Love and Logic and trying to establish a caring classroom environment. The relationship I have with these students has been a work in progress for the whole time I've been in the classroom, and the work I've put in positively shows in their behavior.]

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.

[The students really enjoyed playing the game and were excited to roll the die. Sometimes they were even hoping to roll a specific number so they could make exactly one additional group of ten, which shows that they were using mathematics to determine what missing part they could need to accomplish that goal. I also kept them engaged by having them say how many tens and ones each time. Using manipulatives also kept them engaged throughout the whole lesson.]

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

[These students had already learned about adding and subtracting with numbers between 0 and 20, so they already had started manipulating numbers and exploring how to write them. In addition, we had started talking about place value already and explored it a little bit more in the first lesson. At the very beginning I made the connection by asking them what we've been working on. They didn't remember the term 'place value', so I discovered that it was also a good time to reteach. We reviewed the game that was played the last time, then we built upon that knowledge by making it more complex.]

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.

[When students didn't remember the word place value, I provided that vocabulary. I also addressed their concerns when they didn't have the right number of beans, and tried to watch and make sure they were on track. In addition, I didn't say explicitly when the beans needed to move to the tens, but reacted when the students let me know. In this way, they were responsible for their own learning in that I wasn't giving them all of the answers.]

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

[I used the game "zurkle" and modified it in the second lesson so they would be working with groups of 10. They were able to physically move the beans from the ones to the tens when it was appropriate. In addition, during Lesson One they moved their hands from one side to the other as they said how many beans there were. This was not as necessary in the second lesson due to an increase in procedural fluency. In the next two lessons, the students have the opportunity to use number symbols to break the numbers down into their parts by physically moving the paper. These lessons included many hands-on activities.]

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).

[After teaching the lessons, I realized that I did not allot enough time to thoroughly complete each activity. The activities were completed in centers, so I could not extend the time as I was teaching. I feel like all of the activities were rushed so the students didn't get many opportunities to experience higher two digit numbers.]

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.

[When introducing a new concept, students need ample practice and time to process the information. If an activity is being rushed, they're less likely to have an opportunity to really think about what's going on. Due to this, I believe that giving them more time with each activity would have increased understanding. If I were to teach this again, I would need to expand the timeframe.]