

October 25, 2013

Lens of Observation: Instructional Lens

Does teacher questioning encourage or elicit thoughtful responses or reveal student thinking?

Are the teacher's questions purposeful and thoughtful? Do they cover varying levels of cognition leading to higher order thinking? Are the questions typically yes/no or open ended?

Is the wait time appropriate for students to develop their thoughts? Is the feedback general or specific?

How does the teacher's verbal feedback to students elaborate or build on their responses?

Whole Group:

Doubles facts as pattern. Looking for patterns in the sums.

"Why is it we add 2 every time we do doubles?"

"Today, see if you can use doubles when counting your collection."

Reviewed strategies for representing collections.

"You can join groups to make doubles. Count your collections in 2 different way."

Conferring:

Brad/Oscar

- To Brad: How are we going to count?
- How are we going to show we are counting by 5?
- How many groups of 5 do we have here? [Brad was counting the erasers by 5s and putting them on a tray.]
- Can you show where those 2 groups are?
- So, how many groups do I have now?
- So, where will you put your next group?
- How many do you have here? [Brad joined the next set of 5 he counted instead of separating the groups of 5.]
- Can you think of a tool that will better help you organize? [no response]
- Can you get a tool that will keep your counts/groups separate?
- To Oscar: Can you think of a tool to use that will keep our groups of 5 separate?
- What can we use to our 5s organized? [struggling to think of something]
- Do you think we can use a cup or is it better to use a tray?
- Brad: brought baskets. Should we ask Oscar how we should count?
- Do we want to count by 20s?
- Who gets to count their way first? [Brad suggests counting by 2s.]

- To Brad? What's your idea?
- Could we combine some 2s to make Oscar's 20?
- Yeah? Why do you think that? [Brad: "I don't know what to do."]
- Did we put all our erasers by 2s in each cup?
- Is it easier to count 2s here and over there? [pointing to the spread out cups and baskets on the carpet.]
- Do you want to come over and put them all together?
- Should we count together?
- Where should we start?
- Do you think we should leave the cups where they are or move them as we count?

[The boys stacked the cups as they counted together by 2s.]

- We had 12 and what's 2 more? [Brad miscounted]
- Are we still stacking or no?
- To Brad as Oscar counts: Do you agree with that?
- What comes after 44?
- Why don't you grab some too. [Brad]
- Is sixty-eleven something we say when we count by 2s?
- We need to start again.
- Is there something else you want to do that will be easier or keep counting by 2s?

[Brad: "Let's do it by tens."]

- So how should we do it to count by tens? [They start combining erasers to make 10 in a cup.]

Kai/Lyra g.

- Kai, how are you showing you counted by 5s?
- Right now I don't know what you did on your paper.
- So, what were you doing while Lyra was doing all the work?
- So how many cups did you use when you were counting by 5s? [Kai]
- Why would he write 5 on top? [Lyra]
- So, someone looking will know when looking at the paper?
- Kai, how were you keeping track that you're counting by 5s?
- How will you show that on your paper? [Kai counted by 5s aloud.]
- Why would we draw 5 in each cup if we're writing 5 by each cup? [to Lyra]
- What make sense for you Kai?
- Do you want to draw the shapes inside or write 5? What makes sense for you?
- Can you count by 5s for me so I know?
- You added an extra group?
- What will happen if you add a whole other group of 5?
- Do you want to add that extra cup? [Kai was writing numbers by 5s in shapes on his paper.]
- So, how much do you have? [Kai: I don't know.]
- [Kai is not sure.] So can you count your collection please?
- What are we counting by on our drawing?
- So, that's our first group. [Kai puts some in a cup.]

- Do you have 5 in there? [He didn't count the bunch.]
- Did we count with Lyra earlier?
- So, you need to make your count.
- If you do it all for him, then what would he learn? [to Lyra]
- Do you have 90 squares? [to Kai]

Angelica/Jayden

- Do you have 5 in every cup? [to Angelica]
- Check all your other cups.
- So, how are you drawing this on your paper?
- Jayden: There are 14 cups.
- Angelica: There are 15 cups.
- Can you count them for me?
- [to Jayden] How will you show you have 14 cups?
- How many 5s do you have?
- [to Angelica] How are you going to draw this?
- So, how many 5s would you have if you were going to write a number sentence?
- Angelica: ten fives
- How do we know how many 5s to write? What could tell us what we have here?
- How did you come with 70? [to Jayden]
- You made 70 two times?
- You counted by 2 how many times?
- How many times did you say 5? [Jayden: 14]
- So, how can I write that?
- Jayden: $14 \times 5 + 2 = 72$
- Do I have something that is not a 5? (2 counters separate)
- So, how do I show that?
- Could I then add an addition sentence to that? [Jayden writes +2]

Lesson Debrief: Whole group on the rug facing the board.

Ava shared her strategy.

Should we count with Ava?

How did you show that in a number sentence?

How did you get $5 \times 14 + 4 = 74$?

Is it true she has 14 fives?

So, is $5 \times 14 = 70$

How do you know that's true?

So, why did you add a 4 at the end?