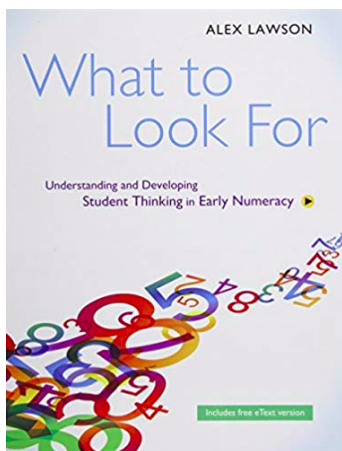




Instructional Coach and Grade 1

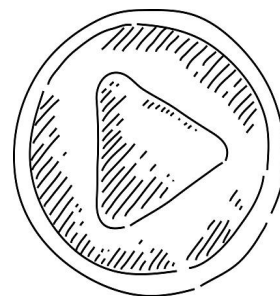
Learning Inquiry

Dates: Wednesday, March 20, 2019

Location: CEC

Please complete the following BEFORE we meet:

1. CHOOSE 3 students you want to learn more about based on their current learning in mathematics.
2. STUDENT REQUIREMENTS: These students are to be in Grade 1
3. ASSIGN the math task for each student to complete independently (See next Page) - Have students complete it one at a time so students don't "borrow" strategies from other students.
4. PROVIDE counters or snap cubes and a small whiteboard or paper and marker for students to use while they solve their tasks
5. VIDEO the student doing the math task you selected¹. Be sure to capture their work and their thinking. Encourage the student to think aloud. You may need to use prompts or cues to assist the student to make their thinking visible, however, do NOT scaffold the task for them.
6. NOTICE what the student is saying and doing. DOCUMENT any observations that you note while the student is completing the task. This documentation should capture anything you observe that wouldn't be caught on the video recording.
7. BRING the video of this students solving the question and related student work (e.g., product, photo of manipulatives used, etc.), notes/documentation of your professional noticing



¹ *Video record the student from behind (over the student's shoulder) as they complete the task to capture both what the student is doing as well as what they are saying.

Student Tasks “Before”

This task is for your Grade 1 Students:

You have 5 gummi bears. Your friend gives you 7 more. How many gummi bears do you have altogether?

*If any of your students just know the fact ($5+7=12$), please select another student who needs to “work through” the problem through a self-selected strategy

**For the Session on Wednesday,
March 20, please bring with you:**

- Videos of the three students completing the task above
- Technology device
- Copies of “Number Talks” by Sherri Parrish

