

CTWS2

Task 1: Lesson Plan Guidelines & Analysis

Effective lessons are not planned in isolation. Instead, they are planned with larger, strategic goals in mind. A learning segment is a set of 3-5 lessons. The central focus of a learning segment is defined as, “A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment” (Board of Trustees of the Leland Stanford Junior University, 2016). Because this assignment requires you to create one lesson only, you will need to consider where this lesson is situated in a broader scope of learning. To do this, you will need to first consider where your lesson is situated within a set of 3-5 related lessons. This assignment requires you to develop only one lesson within the learning segment.

Basic Planning Requirements:

Format: Please use the GSE elementary education lesson plan format.

Standards: Under the “standards” section include the appropriate standard(s) aligned with your grade level (not anchor standard) and any additional standards integrated subjects applicable to the lesson:

<https://www.nj.gov/education/standards/>

<https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf>

Central Focus: Below is a listed of suggested, developmentally appropriate, central foci upon which to connect your chosen standard based on the subject and/or internship grade band.

Subject

Early Childhood

Elementary Education

Middle School Language Arts

Middle School Mathematics

Central Foci

- active and multimodal learning
- language and literacy development in an integrated context
- the essential strategy
- related skills that support use of the strategy
- literacy connections
- construct meaning from, interpret, or respond to complex text
- create a written product interpreting or responding to complex features of a text
- conceptual understanding
- procedural fluency

Middle School Science

- mathematical reasoning and/or problem-solving skills.
- applying scientific practices through inquiry
- evidence-based explanations of real world phenomena
- make interdisciplinary connections
- facts and concepts
- inquiry, interpretation, or analysis skills
- building and supporting arguments or conclusions

Middle School Social Studies

Objectives: Be sure to compose clear, focused, *measurable* objectives. Consider the content addressed, the skills targeted in the lesson, and the behaviors students will exhibit to demonstrate understanding.

- Students will be able to infer character feeling and identify details in the text that indicate how they can change throughout a story.
- Students will be able to find unknown angle measures and determine similarity of triangles utilizing knowledge of theories and angle relationships, as well as the co-constructed class list of “I’m stuck” problem solving strategies.
- Readers respond to *The New Kid* by making connections to other texts, their experiences, and the world (i.e. issues related to equity, power, and disrupting oppression).

In your planning consider including measurable behaviors that indicate the use of **academic language**, oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. So, in a literacy-based setting, focus on using terms that articulate how students will engage with the content like analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, or summarize.

Length of lesson: Plan a 30 minute lesson.

Procedures: When describing the lesson and any assessments, please indicate possible questions that you could ask, don’t just say “I will ask probing questions...” List the specific critical thinking questions you plan to ask. Also be sure to clearly show that the target skill is being addressed through your instructional planning.

Assessment: Check for alignment. Ensure that the assessments you design for the lesson clearly assess the objectives of the lesson. There should be an obvious connection between the

two. Note how you will assess each student if students are in a whole class or small group setting.

CTWS2 Lesson Plan

Date: 11/8/23	Subject: Math	Grade: 3
Lesson Topic: Division/Multiplication representing a single story problem with both missing factor multiplication and missing factor division equation		Class/Group Size: 23
Instructional Location: Room 205 Lord Stirling Community School		
I. Learning Objectives		
<p>Central Focus of Lesson: <i>Students will explore writing multiplication and division equations along with creating a model to represent the same story problem. First independently, then in small groups, students will explore the relationships between the missing factor multiplication and division equations: how are they related? Can the same model be used to represent both equations?</i></p> <p>RESOURCES:</p> <ul style="list-style-type: none"> • Task 1 Unit 1 Sub-Unit 2: The Scavenger Hunt (Teacher Version) • Task 1 Unit 1 Sub-Unit 2: The Scavenger Hunt (Student Version) • Application Problem - Task 1 Unit 1: Sub-Unit 2 • Paper/Pencil or White Board/Dry Erase Marker 		
<p>Lesson Objective: Students will be able to... represent the given story problem by creating a missing factor multiplication equation, labeling each factor to show understanding of what each factor represents</p> <p>Students will be able to... represent the given story problem by creating a missing factor division equation, labeling each factor to show understanding of what each factor represents</p> <p>Students will then be able to create a model (equal groups, number line, an array, or another model of their choosing) to depict the story problem situation and discuss, in small groups, the relationship between their two equations, and their model.</p>		<p>NJ Student Learning Standard(s) Addressed:</p> <p>3.OA.B.6: Understand division as an unknown factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $(8 \times ? = 40, 5 = ? / 15, 6 \times 6 = ?$</p>
<p>Key Vocabulary: Equal groups Number line Array</p>		

<p>Multiplication Division Factor Product Quotient Equation Equal groups Product Label Represent</p>

II. Lesson Consideration

Prior Academic Learning and Prerequisite Skills:	<ul style="list-style-type: none"> • <i>Students have been exposed to exploring the inverse relationship between multiplication and division in previous tasks</i> • <i>Students are very familiar with equal groups, array, and number line model forms when representing multiplication and/or repeated addition story problems</i> • <i>Students are familiar with labeling their models and equations to match what should be represented in the story problem (ex. Units such as objects referred to within the wording of the story problem, groups, or number of groups, total, product, factor, etc.)</i> • <i>Students are able to create complete sentences (subordinating conjunctions using the word because) to explain their thinking, how their equations represent what they have shown in their models and how both relate to the original story problem</i> • <i>Students have experience working with each other in both small group and whole group scenarios and are able to participate in meaningful discussions regarding personal math strategies, sharing opinions and perspectives, and giving their peers compliments and/or constructive criticism</i>
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Misconceptions	<ul style="list-style-type: none"> • <i>Students may struggle to verbalize the relationship (inverse operations) between multiplication and division</i> • <i>Students may confuse the meaning of the factors in each equation as the number of groups and/ or the number in each group</i> • <i>Students may struggle with being able to represent their models with a corresponding equation</i> • <i>Students may struggle to match each factor with its corresponding label from the story problem /model</i> • <i>Students may have a difficult time relating the number line model approach to the equal groups model approach</i> • <i>Students may be confused about how a variable or symbol (?) can represent an unknown number</i>
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III. Assessment

Evidence and Formative Assessment of Student Learning:

Assessment Strategy #1	
<p>Description of Assessment Strategy #1: High level Discussion Task Rubric</p>	<p>Evidence of Student Understanding: <i>Students are offered voice and agency in methods for providing evidence of their understanding of the concepts/methods for practicing strategies (i.e., linguistically and culturally responsive options for communicating understanding/ways of knowing). Identify the criteria used to evaluate student learning in alignment with the lesson objective(s).</i></p> <p>Check +: (100%) <i>I allow to be heard in whole group and small group. I was respectful when others spoke and when commenting on their ideas. I remained focused on the task at all times</i></p> <p>Check: (75%) <i>I allow to be heard in whole group and small group. I was mostly respectful while others spoke and when commenting on their ideas. I remained focused on the task most of the time</i></p> <p>Check – (50%) <i>I did not allow my voice to be heard during the task I was disengaged and/or disrespectful when others were spoke or were commenting on their ideas. I was not focused on the task as much as needed to understand the math concept</i></p> <p>X- (0%) <i>I chose not to participate, join my group, or complete my work</i> * (0% for excused absence)</p> <p>Student Feedback:</p> <ul style="list-style-type: none"> • <i>Students will be gently reminded of the class high level task discussion rubric and discussion expectations (anchor chart posted I the classroom) if off task throughout throughout the lessons</i> <p><i>Students will receive at check +, check, check -, or an X/* for participation in small group and whole group discussion</i></p>
Assessment Strategy #2	
<p>Description of Assessment Strategy #2: Student reasoning rubric as applied to Task 6 Assessment for written work</p>	<p>Evidence of Student Understanding: The mathematics reasoning rubric will be used to assess the written work of each of the students Part A and part B must include all aspects detailed below to show effective reasoning</p> <p>Explaining:</p> <ul style="list-style-type: none"> • I identified and stated the meaning of important quantities • I supported my reasoning with math vocabulary • I used words to defend my math reasoning through my models • I clearly expressed my reasoning leading to the solution in a way that my peers and my teacher can understand <p>Reasoning:</p> <ul style="list-style-type: none"> • I demonstrated the important relationships of important quantities through that models • I represented properties or patterns in my model

	<ul style="list-style-type: none"> • I chose an appropriate model • I created a model in a way that my peers and my teacher can easily understand <p>Precision:</p> <ul style="list-style-type: none"> • I used math vocabulary accurately • I labeled my models accurately and included units of measure when needed • I calculated accurately and expressed my numerical answers correctly <p>I used the model correctly</p> <p>Student Feedback:</p> <p>Student work will be graded using the rubric above (one point for each)</p> <ul style="list-style-type: none"> • Rubric is designed as a checklist for students to be able to autonomously check if they have all aspects of effective reasoning in their written work • <i>Students will be gently reminded of the reasoning rubric and written work expectations (anchor chart posted in the classroom) if off task throughout throughout the lessons</i> • <i>Teacher makes sure to answer student questions throughout independent work time reminding them to include all aspects of effective reasoning in the work</i>
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IV. Knowledge of Students

Building on Personal/Cultural/Community Assets: Many students have been exposed to playing games similar to scavenger hunts where teams need to be made. Students recently participated in the Lord Stirling World Cup Soccer Tournament: Teacher will make personal connection to students lived experiences with “Team making” as referred to in the task story problem.

- Ex. “Students, I remember just a couple weeks ago everyone in the school participated in The World Cup. You guys had so much fun and did such an amazing job on your teams!
 - Can you remember how Mr. A (gym teacher) put our entire class into teams?
 - How many people were on your team?

How many teams could Mr. A make with all of the students in our class

Grouping Strategies: small group share activity

Using class Dojo, groups of 4-6 will be randomly made:

- Students have shown that they can be held responsible for making sure they are on task when splitting up into smaller groups

If a student feels as though a member of the group will be a distraction to them, students are comfortable expressing that concern by which the teacher is able to address by placing the student in a different group that will best fit his/or her need

- **Planned Supports:** Teacher will provide support at the start of the lesson by asking students what key information do we know based on the story problem? (“What information does the story problem give us that will be most important when we start to make our model and equations?”)
 - Possible student answers: We know there are 20 total students.
- What else do we know?
 - Possible student response: We also know that there are 5 children on each team
- **What information do we need to figure out?**
 - The story problem is asking us to find out how many teams of 5 children can we make from the 20 total children in the class?
- What are the important labels I should include based on the story problem in my model and equations?
 - **Total students, students in each group, total number of groups**
- **During small group share:**
 - Teacher will ask guiding questions to help students share their ideas with the group

Ex: does this model match yours? How is it similar how is it different? Do you agree or disagree with you peers’ strategy or explanation? If yes or no, why do you feel this way? What could we add to this model or equation to make our work and explanation even stronger? (Add clearer labels to model, add clear labels to each equation, etc.

Language Function & Practice: *Students will be asked to engage in multiple discussions (both in whole group and small group settings) with peers where they practice using discipline-specific discourse*

- *See High Level Task Discussion Rubric detailed about (assessment #1)*
- *Are they also required to utilize target vocabulary in these discussions:*
 - Equal groups
 - Number line
 - Array
 - Multiplication
 - Division
 - Product
 - Quotient
 - Factor
 - Equation
 - Equal groups
 - Product
 - Label
 - Represent

Students will be asked to verbally explain to their peers and teacher (subordinating conjunction) adding BECAUSE preceding justification for why and how the equations they chose to represent their model are related to each other

V. Lesson Plan Details

	Number of Minutes
<p>Lesson Introduction – “Before”: <i>Teacher will introduce the new task “Scavenger Hunt” by asking paper passers to hand out papers to the class.</i></p> <ul style="list-style-type: none"> • <i>The new task will be projected on the board; students have both a copy on their desk in front of them as well as the visual on the board.</i> • <i>As the paper are being passed around, the teacher will go over the plan routine so the students know what to expect throughout the 45-minute lesson</i> <ul style="list-style-type: none"> ○ <i>Boys and girls, as the new task is being passed around look and listen to the plan for today! We will read and go over important information we need to know for parts A, B, and C; we will have some independent work time where we will try to solve the problems on our own. Then we will go into our small group share before we share our models and ideas with the whole class!</i> ○ <i>To get started we will read the problem together!</i> • <i>Teacher asks a student volunteer to read the problem out loud to the class.</i> • <i>Teacher re-reads the problem, making sure to change tone and emphasize important information within the story problem.</i> <p><i>“Students, this story problem is reminding me of the team your were on for your Word Cup tournament! remember just a couple weeks ago everyone in the school participated in The World Cup? You guys had so much fun and did such an amazing job on your teams!</i></p> <ul style="list-style-type: none"> ○ <i>Can you remember how Mr. A (gym teacher) put our entire class into teams?</i> ○ <i>How many people were on your team?</i> ○ <i>How many teams could Mr. A make with all of the students in our class?</i> <p><i>Maybe we can use our experiences with making team to help us make sense of this task</i></p>	
<p>Learning Activities - “During”:</p> <ul style="list-style-type: none"> • Teacher will provide support at the start of the lesson by asking students what key information do we know based on the story problem? (“What information does the story problem give us that will be most important when we start to make our model and equations?”) <ul style="list-style-type: none"> ○ Possible student answers: We know there are 20 total students. • What else do we know? <ul style="list-style-type: none"> ○ Possible student response: We also know that there are 5 children on each team • What information do we need to figure put? <ul style="list-style-type: none"> ○ The story problem is asking us to find out how many teams of 5 children can we make from the 20 total children in the class? • What are the important labels I should include based on the story problem in my model and equations? <ul style="list-style-type: none"> ○ Total students, students in each group, total number of groups • Students are given 15-20 minutes of independent work time <p>Students will then be placed into small groups of 5-6 using class dojo:</p> <ul style="list-style-type: none"> • During small group share: 	

<ul style="list-style-type: none"> ○ Teacher will ask guiding questions to help students share their ideas with the group ● Ex: does this model match yours? How is it similar how is it different? Do you agree or disagree with you peers’ strategy or explanation? If yes or no, why do you feel this way? What could we add to this model or equation to make our work and explanation even stronger? (Add clearer labels to model, add clear labels to each equation, etc.)<i>Teacher then brings the whole class back together for whole group share</i> 	
<p>Closure - “After”:</p> <ul style="list-style-type: none"> ○ <i>Two- three students models will be shared with the class</i> ○ <i>Teacher will ask the class first to share what is strong about the students’ model; what do we like about this students model, equations or explanation?</i> ○ <i>What do we have question about for this students model, equation, or explanation?</i> ○ <i>What could we add, if anything, to this students model, equation, or explanation?</i> <p><i>Thank you class for all your amazing thinking and sharing your ideas with our class!</i></p> <ul style="list-style-type: none"> ● <i>We did a great job today finding connections between our division and multiplication equations</i> ● <i>We also made sure that our models and equations were related to teach other and the each of them had labels matching the story problem. And we also made sure to write our explanations in complete sentences</i> <p><i>Please remember what we talked about today for tomorrow’s application task where we will independently work on problems similar to the one we looked at together toda</i></p>	
<p>Extension:</p> <ul style="list-style-type: none"> ● If time permits: more student models will be shares; <ul style="list-style-type: none"> ● Teacher will ask more connecting questions that will foster deeper thinking and meaning making of different models <p>“How are two different models (ex: how are a number line and an equal groups models) similar? How are these two models related to each other? How are they different?”</p>	

CTWS2 Lesson Planning Analysis & Commentary

After planning your lesson, please respond to the following prompts completely. Be sure to cite research to provide support the assertions you make in connection with your teaching. Be specific in your justifications for your instructional planning. *(Prompts have been offered to support your responses.)*

Central Focus

1. The central focus of the learning segment broadly captures the concept and related skills students are working on over the course of 3-5 days. First, explain how the central focus is aligned with the standard you have identified. Then describe how the strategy you have chosen to model will address the central focus.

The standards address in this lessons are 3.OA.B.6: Understand division as an unknown factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8., and 3.OA.A.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations ($8 \times ?=40$, $5=? / 15$, $6 \times 6 =?$). The central focus of this lesson is aligned with these standards in that first independently, then in small groups, students will explore the relationships between the missing factor multiplication and division equations: how are they related? Can the same model be used to represent both equations? Students will be exploring writing multiplication and division equations along with creating a single model to represent the same story problem.

The strategy practiced in the lesson is by using math discussion in small groups to have students explain both parts A, B, and C of their Sharing Folders math task using subordinating conjunctions (statements using because to JUSTIFY their math reasoning) to their peers to explore the relationship between a missing factor multiplication equation and an unknown quotient division equation. My students have been exposed to exploring the inverse relationship between multiplication and division in previous tasks through individual exploration and whole class discussions finding similarities and differences between multiplication and division equations that can be used to represent the same story problem; they are also very familiar with the high level task discussion rubric detail I the lesson above (*see Assessment #1). With these two prerequisites in mind, I chose this strategy to accomplish this work because each student in each small group will have the chance to take on a leader role when explaining their math strategy; their peers will then have the opportunity to ask meaningful questions that will have the students in the sharing position need to think more deepest about their math strategy to justify their answer. The high level math task discussions practiced in these small groups will hopefully lead to students recognizing, questioning, and explaining the relationship between multiplication and division as inverse operations

2. Explain how your plan builds upon plans taught prior to help students make connections between the strategy and related skills that support use of the strategy in meaningful contexts. Also identify related skills students will need to know to be able to engage in this lesson. (For example, if your lesson focuses on developing writing skills, consider how reading is inextricably tied to practicing writing. If your lesson focuses on mathematical problem solving, consider how problem solving is inextricably tied to students' conceptual understanding of the problem.)

Prior to this lesson, students have become very familiar with modeling strategies like equal groups, array, and number lines when representing multiplication and/or division story problems and were able to apply what they have previously learned about using these skills for multiplication to division after beginning to discover the relationship between the two operations. Students are familiar with labeling their models and equations to match what should be represented in the story problem (ex. Units such as objects referred to within the wording of the story problem, groups, or number of groups, total, product, factor, etc.). This lesson builds on these skills because the students will be engaged in participation in small, randomly assigned groups of 3-4 where they will be expected to use their math discussion rubric that is posted in the front of the classroom to monitor if they are actively participating while their peers are sharing math strategies, using appropriate math vocabulary for this lesson (unknown factor, quotient, product, factor, equal groups, array, etc.), and asking questions to have their peers elaborate on their ideas and why they used the strategies they did. Students are required to use related skills like engaging in multiple discussions (both in whole group and small group settings) with peers where they practice using discipline-specific discourse (See High Level Task Discussion Rubric detailed about (assessment #1)) Additionally, students will be asked to verbally explain to their peers and teacher (subordinating conjunction) adding BECAUSE preceding justification for why and how the equations they chose to represent their model are related to each other.

Knowledge of Students to Inform Teaching

For each of the prompts below, 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, Emerging Bilinguals, struggling readers, or students who may struggle with the skills you are targeting in this lesson, and/or students who have been identified as advanced in the skills you are targeting)).

3. Using assessment evidence related to the skills targeted in this lesson, consider students' prior **academic** learning and prerequisite skills. Cite evidence of what students know, what they can do, and what they are still learning to do. What do you know about them AND how are you using this information to support and celebrate your learners in

planning instruction? Be explicit about the connections between the learning tasks and students' prior academic learning and research/theory.

Prior to this lesson, students were able to represent story problems and equations using equal groups, array, and number line model forms when representing multiplication and/or repeated addition story problems. I know this because most students are meeting or exceeding expectation for written independent/ small group work using the student reasoning rubric (*see assessment #2): students have been successful with labeling their models and equations to match what should be represented in the story problem (ex. Units such as objects referred to within the wording of the story problem, groups, or number of groups, total, product, factor, etc.). Students have also been successful in creating complete sentences (subordinating conjunctions using the word because) to explain their thinking, how their equations represent what they have shown in their models and how both relate to the original story problem when sentence frames for this work are provided (in the front of the room in the form of an anchor chart for high level math discussion (*see assessment #1)). Students are also very familiar with working with each other in both small group and whole group scenarios and are able to participate in meaningful discussions regarding personal math strategies, sharing opinions and perspectives, and giving their peers compliments and/or constructive criticism.

Research suggests that when students talk more about their math thinking, they are more motivated to learn and they learn more. Talking about math thinking can also serve as a stealth form of assessment, giving teachers insight into what students have mastered and where they still need help. The small group math talk technique allows more students to contribute to the discussion. It also fosters equity as it emphasizes how potential can be seen in anyone's ideas. With this, the conversation centers not on who has the right idea but how seeds in each person's ideas can contribute to the group's understanding.

<https://www.edweek.org/teaching-learning/getting-students-to-talk-about-math-helps-solve-problems/2020/05>

4. Using your knowledge and understanding of your students' everyday experiences, cultural and language backgrounds and practices, and interests, consider their **personal, cultural, linguistic, and community** assets related to the lesson. What do you know about them AND how are you using this information to support and celebrate your learners in planning instruction? Be explicit about the connections between the learning tasks and students' assets and research/theory.

Based on what I have learned about my students through meaningful conversation and establishing myself as a safe adult that they can trust to communicate with, I try to find personal experiences I can relate math content to in their lives: The story problem in the task

linked to this lesson deals with team making so, I plan to be able to incorporate how many students have been exposed to playing games similar to scavenger hunts where teams need to be made into the “before” phase of the lesson. Students recently participated in the Lord Stirling World Cup Soccer Tournament. I made sure to make personal connection to the students lived experiences with “Team making” as referred to in the task story problem. For example, I wanted to say, “Students, I remember just a couple weeks ago everyone in the school participated in The World Cup. You guys had so much fun and did such an amazing job on your teams!

- Can you remember how Mr. A (gym teacher) put our entire class into teams?
- How many people were on your team?

How many teams could Mr. A make with all of the students in our class?”

I also make sure to show my students that each and every one of their voices are equally important in our classroom by providing various work environments (whole group, small group, independent work) so students have multiple opportunities to communicate in a setting that they fell most comfortable in: some work better independently, some work better communicating in small groups and some do their best work participating in whole group discussions. Students that need more independent help from the teacher will receive extra support during small group share: the teacher will prompt the student to ask questions if they are confused while also prompting the rest of the group to try their best to explain their thinking in different ways that may help others understand their work or way of thinking.

Supporting Students’ Development Through Language

As you respond to the following prompts, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

5. Language Function - Using information about your students’ language assets and needs, identify one language **function** necessary for students to develop and practice the strategy within your lesson. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment. *What are students doing with language to engage with the strategy?*
 - Analyze
 - Argue
 - Categorize
 - Compare/contrast
 - Describe
 - Explain
 - Interpret
 - Predict
 - Question

- Retell
- Summarize
- Justify
- Prove
- Synthesize

Using the information I have learned about my students, I have planned for my students to use language to explain, and question their own and others' math strategies and reasoning. During this lesson, students will practice engaging with language by using math discussion in small groups to have students explain both parts A, B, and C of their Sharing Folders math task using subordinating conjunctions (statements using because to JUSTIFY their math reasoning) to their peers to explore the relationship between a missing factor multiplication equation and an unknown quotient division equation.

6. Language Supports – Consider the way(s) in which you've identified students will need to practice language to function in your lesson. What supports have you offered to ensure all learners have the opportunity to engage in this practice? Identify the ways in which you have supported students to engage in language development and supported students to do this work effectively.

Understanding the needs of my students I will be sure to write sentence starters on the board for students to reference during their small group discussions. (Sentence starters are included in the high level task discussion rubric anchor chart at the front of the room for students to reference)

- "I started with Part A/B/C, because...Then I....because..."
- "This helped me find that...."
- "I noticed that..."

I will also be sure to reiterate good questioning language students can ask of their peers who are presenting/in the "leader" role

- "Where did your thinking start?"
- "Why did you..."
- "How did you represent your thinking in your model? In your equations? In your label?"
- "What does _____ represent? How are you showing that in your model?"

These are questions the students have seen me model ask them, now it is their turn to use these questions to help each other understand one another's thinking.

Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the analysis of student learning.

7. Describe how your planned formal and informal assessments will provide direct evidence that students can use the strategy to accomplish the key learning task AND practice related skills throughout the lesson. Then identify at least *one* way you have adapted your planned assessments to allow students with specific needs (e.g., students with IEPs or 504 plans, Emerging Bilinguals, struggling readers, or students who may struggle with the skills you are targeting in this lesson, and/or students who have been identified as advanced in the skills you are targeting) to demonstrate their learning.

The strategy planned for this lesson is to use math discussion in small groups to have students explain both parts A, B, and C of their Sharing Folders math task. TO determine if students are able to practice the strategy, they will need to use subordinating conjunctions (statements using because to JUSTIFY their math reasoning) to their peers to explore the relationship between a missing factor multiplication equation and an unknown quotient division equation. The assessments planned for this lesson therefore, evaluate/assess criteria such as correct use of subordinating conjunction using “because” to further explain and justify a math strategy to peers, using effective questioning to deepen understanding of their own and peers’ math strategies in dealing with the relationship between multiplication and division. Understanding the academic needs of my students, I have accordingly planned modifications to the assessments such as providing sentence frames for both verbal discussion and written explain action, as well as sentences frames for effective questioning (for students that are or are freshly out of the English as a second language program), and extra time to complete written or verbal discussion work for those that may need it.

Planning Analysis Criteria**Planning for Subject Area Learning**

How do the candidate's plans build students' understanding of an essential strategy for subject-specific knowledge and skills (central foci)?

Level 1

Candidate's plans for instruction focus solely on skills without any connections to an essential subject specific strategy and at least one of the varied subject-specific central foci

Level 2

Candidate's plans for instruction support student learning of skills with vague connections to the essential strategy and at least one subject-specific central foci

Level 3

Candidate's plans for instruction build on each other to support learning of the essential strategy at least one subject-specific central foci with clear connections to skills

Level 4

Candidate's plans for instruction build on each other within a meaningful context that supports learning of the essential strategy at least one subject-specific central foci consistent connections to related skills.

Level 5

Candidate's plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential strategy AND related skills.

Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' learning?

There is no evidence of planned supports.
OR Candidate does not attend to any instructional requirements in IEPs and 504 plans.

Planned supports are loosely tied to learning objectives or the central focus of the learning segment.

Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.

Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.

Supports include specific strategies to identify and respond to common developmental approximations or misconceptions.

Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.

Candidate justifies learning tasks with limited attention to students'
•prior academic learning
OR
•personal, cultural, or community assets.

Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'
•prior academic learning
OR
•personal, cultural, or community assets. Candidate makes superficial connections to research and/or theory.

Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'
AND
•prior academic learning
AND
•personal, cultural, or community assets. Candidate makes connections to research and/or theory.

Candidate's justification is supported by principles from research and/or theory.

Identifying and Supporting Language Function

How does the candidate identify and support language function associated with a key learning task?

Language demands identified by the candidate are not consistent with the selected language function OR task.
OR Language supports are missing or are not aligned with the language demand(s) (vocabulary, discourse, or writing) for the learning task.

Language supports primarily address one area related to the language function (vocabulary, discourse, or writing).

General language supports directly address at least two related areas to carry out the language function (vocabulary, discourse, or writing).

Targeted language supports address use of associated vocabulary, and discourse or writing, to carry out the main language function.

Language supports are designed to meet the needs of students with different levels of language learning.

Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' use of the essential strategy to address subject-specific central foci and related skills?

The assessments only provide evidence of students' use of skills.
OR Candidate does not attend to any assessment requirements in

The assessments provide limited evidence to monitor students' use of
•the essential strategy
OR

The assessments provide evidence to monitor students' use of
•the essential strategy
AND

The assessments provide multiple forms of evidence to monitor students' use of
•the essential strategy

The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

Rubric Points	Letter Grade	Grade out of 20%
18 - 20	A	20
15 - 17	A-	18
13 - 14	B+	16
10 - 12	B	14
7 - 9	C+	12
5 - 6	C	10