

Instruction Commentary Directions: 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; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Which learning experience(s) are shown in the clip(s)? Identify the learning experience(s) by plan number.

[Clip 1 is taken from Lesson 4 (Add and subtract within 8, 9, 10 review).]

2. Promoting a Positive Learning Environment

Identify scenes in the video clip(s) where you provided a challenging and supportive learning environment.

- How did you demonstrate mutual respect for, rapport with, and responsiveness to children with varied needs and backgrounds, and challenge children to engage in learning?

[Before my lesson begins, I have the stair steps ready as a visual to build on students prior knowledge of previous lesson. This lesson builds on the three lessons beforehand.

Rather than call students out for not being I task, I help guide their fingers on the proper numbers to assist them in getting started (01:00).

Tables are labeled by numbers. A table can earn incentive tickets if they are on task. In order to remind students of tickets, I may randomly give a shot out to a table to that is doing well to keep them moving along or I may do it engage other tables in doing better. I invite the class to *¡mira a mesa 3+(look at table 3)*. This encourages them do to better and stay on task (02:00).]

3. Engaging Children in Learning

Refer to examples from the clip(s) in your explanations.

- a. Explain how your instruction engaged children in
 - language and literacy development
 - the active, multimodal nature of young children's learning

[Both of my focus students have a chance to work on language and literacy development when they are asked to explain their answers.

During carpet time (21:32, students shout out the number of dots on a card displayed by the student leader. After a few numbers I look for students who are getting faster and ones who still need practice. When the student leader displays 6 dots, and student #2 yells out *seis (six)*, I stop the class. I ask student #2 how she knows the answer is six. She replies, *¡Porque yo sabia que era cinco arriba y no mas uno mas+(I knew there were five on top and only one more)*.

When student #1 yells out *¡diez+(for ten dots)*, I ask him how he knew so quickly that it was ten (21:46). He replied, *¡porque yo sabia que es cinco arriba y cinco abajo+(because I know there are five on top and five on the bottom)*. I then asked him if he had to count all the dots and he replied, *¡No+*

To keep students active I break up the 65 minute lesson by transitioning students from their seats to the carpet area. Lessons at each area change every ten to fifteen minutes.]

- b. Describe how your instruction linked children's development; prior learning; and personal, cultural, and community assets with new learning.

[The whole lesson builds on children's prior knowledge. Students build on the lesson taught the previous week and earlier in the week of the lesson.

Personal needs are met for students who need more one on one attention. Students at table #1 know their friend needs help transitioning. Two students help another student at their table put his stair steps in order after they have completed their task (3:53).

When two fives (doubles) are discussed as being parts of 10, students are asked what things do they know that have two fives. Many of them shout out their fingers and toes.]

4. Deepening Children’s Learning during Instruction

Refer to examples from the clip(s) in your explanations.

- a. Explain how you elicited children’s responses to promote language and literacy development and take into consideration the active and multimodal nature of young children’s learning.

[During carpet time (21:32, students shout out the number of dots on a card displayed by the student leader. After a few numbers I look for students who are getting faster and ones who still need practice. When the student leader displays 6 dots, and student #2 yells out seis (six), I stop the class. I ask student #2 how she knows the answer is six. She replies, %Porque yo sabia que era cinco arriba y no mas uno mas+(I knew there were five on top and only one more). When student #1 yells out %ten+for ten dots, I ask him how he knew so quickly that it was ten (21:46). He replied, %porque yo sabia que es cinco arriba y cinco abajo+(because I know there are five on top and five on the bottom). I then asked him if he had to count all the dots and he replied, %No+]

- b. Explain how you made interdisciplinary connections through the learning experience(s) to promote children’s development of language and literacy.

[In order to make an interdisciplinary connection, I had tech children stand in front of the classroom in a line. With a yardstick, I invited students to split the line in parts of ten by putting the yardstick between different students within the line.]

5. Analyzing Teaching

Refer to examples from the clip(s) in your explanations.

- a. How did your instruction support learning for the whole class and children who need greater support or challenge?

Consider the variety of learners in your class who may require different strategies/supports (e.g., children with IEPs, English language learners, children at different points in the developmental continuum, struggling readers, children who are underperforming or those with gaps in academic knowledge, and/or gifted children).

[Students who need greater support sometimes become the student math leader. During this time (15:09), the student leader leads the class with numbers within the month, recognizing numbers by their name and amount of dots. The student is allowed to work next to me for support and guidance.]

- b. What changes would you make to better support developmentally appropriate practices that promote language and literacy development and take into consideration the active and multimodal nature of young children’s learning. (e.g., missed opportunities)?

[I feel missed opportunities occur each time students are waiting for other students in the class to catch up. If I had the resources, I would add more technology to the lesson. iPads are a good resource to use for children who are advanced. Computers for students in the classroom may also be helpful.]

- c. Why do you think these changes would improve children's learning? Support your explanation with evidence of children's learning and principles from developmental theory and/or research as appropriate.

[Research has shown that integrating technology in the classroom enhances learning and critical thinking. The ability to have an interactive whiteboard in the classroom can contribute to lessons, allowing students to see lessons from another perspective.

IPads in a classroom can be a huge asset for gifted children. The programs offered adjust to children's levels. They can be used for differentiation during times when students need more help or they can be used to instruct children who are ahead of the class.]