

Planning Commentary Directions: Respond to the prompts below (**no more than 9 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. Central Focus

- a. Describe the central focus for this learning segment.

[The central focus of this learning segment is to represent partners of 10 and switch the partners to demonstrate that the total does not change. Students also will use patterns to add and subtract within 10.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment promote children's
- active, multimodal nature of learning
 - language and literacy development in an interdisciplinary context

[Throughout the learning segment children will be working in whole group instruction as well as in groups of three or more partners. Children will actively work with their own materials in addition to receiving help from other students at their table and me.

Children will be asked questions such as, "Where have you seen things in groups of ten?" They will also be asked to create number sentences with examples of adding and subtracting parts of 10.]

- c. Explain how your plans build on each other to make connections between the active and multimodal nature of young children's learning, and language and literacy development.

[Students begin each lesson with a mini where they recognize numbers quickly using cards with numbers and points that represent that number. Then from there, children's learning is scaffolded by reviewing previous parts of numbers mastered. Each lesson adds one number to the number taught the day before. Children are engaged in the lesson by using math tools (stair steps and cards). Children also use their bodies, alongside of their classmates to demonstrate groups of numbers.]

- d. Describe what was done (or could be done) to construct a learning environment that supports the active and multimodal nature of young children's language and literacy development.

[In order to support language and literacy development, children will be asked to construct math sentences. Vocabulary used in these sentences should include terms introduced in the lessons: grupo de cinco (group of 5), separar (separate), montaña matemática (math mountain), parte (part), cambiar el orden en las partes (change the order of the parts), sumar (add), menos (subtract), and igual (equal).]

2. Knowledge of Children to Inform Teaching

For each of the prompts below (2a. c), describe what you know about the children in **your** class 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., 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).

- a. Children's development related to the central focus- What do you know about the children's
- social and emotional development,
 - cognitive and physical development, and
 - language development for communication?

[Students in this class love to socialize. They take pride in being the Student Leader in Math for the week. Students are eager to give answers, even when not called on.

There are about two students who get emotional when they are not called on. They have a hard time giving others a turn explaining answers when they feel they have the correct response. The two students who have late summer birthdays are having a hard time staying focused and following directions. They also have a hard time comprehending questions. These students look for support from other students at their tables and me.

Students are still working on their writing skills in first grade. There are a few students in the class that write numbers in reverse. Other students are still developing their fine motor skills to write legibly.

In order to promote language development and communication, students are expected to answer questions verbally and in complete sentences for the whole class to hear. Students are expected to repeat responses of other students if called upon. Students also discuss answers with partners and table groups. While working in Math centers, students are expected to communicate to complete math sentences, games, and puzzles that are all math related.]

- b. Prior learning and prerequisite skills related to language and literacy development- What do children know, what can they do, and what are they learning to do related to language and literacy development?

[All children in this class can count and recognize the numbers 1-10. Students are familiar with the word "more", which helps them with adding numbers up to ten. Students can use those same numbers to verbally give math sentences.]

- c. Personal/cultural/community assets- What do you know about your children's everyday experiences, cultural backgrounds and practices, and interests?

[Prior to the school year starting, students came in for a pre-assessment. This assessment gave important information as to how high students could count fluently (without long pauses and in correct order), if students could but numbers in numerical order and if they recognized written numbers.

All the students in the classroom are from Hispanic heritage. Parents were invited in prior to the math unit. Parents were given their child's scores to the assessment and materials to help with at home. Parents also shared their concerns for their children in all subjects. Parents were also surveyed on other activities their children participated in while not in school.]

3. Supporting Children's Development and Learning

Respond to prompts 3a. c below. As needed, refer to the instructional materials and plans to support your explanations. **Use principles from research and/or developmental theory to support your explanations, where appropriate.**

- a. Explain how your understanding of the children's development, prior learning, and personal/cultural/community assets (from prompts 2a. c above) guided your choice or adaptation of learning tasks and materials.

[Knowing how students performed on the assessment, allowed me to do several things. During my mini lesson on the carpet, I activate children's prior learning by quickly reviewing numbers on a number grid. Students are below grade level are strategically placed next to students who are more mature and at or above level. These students act as teachers and aids for these students.

Knowing that most parents do not understand the math concepts being taught in class today, students are taught the skills to do homework independently. Directions and examples are in the student's first language.]

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class and children with similar or specific learning needs.**

Consider the variety of learners in your class who may require different strategies/support (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 more support during a lesson, have the option of looking at the examples projected on the screen. They also have the support of their peers at their table.

In order to support language develop for students who have mastered the concepts, I have asked them to aid other students at their tables. They use the academic language in the lessons to explain the steps to their peers.

In order to help students feel successful during the lesson, I call on them for answers that I know they will know. If I have my doubts, I walk around and prepare certain students before calling on them. I privately ask them the question, and explain the answer to them (if they don't know it) before calling on them.]

- c. Describe common developmental approximations¹ or misunderstandings that pertain to the learning experiences you are planning for the children and how you plan to address them.

[First graders fall under the Concrete Operations stage (the third stage) in Piaget's Four Stages of Concrete Development. In the Concrete Operations Stage, children develop conservation: "Recognition that if nothing is added or taken away, amount stays the same regardless of alterations in shape or arrangement" (Ormrod, 2011). Students become confused when the order of numbers (parts) are changed. Example: if $4+3=7$, then so does $3+4=7$. In order to address this, students will use stair steps with numbers and dots in order to visualize the parts of the numbers. Students will also become parts of the numbers by physically forming groups with their classmates and switching roles.

4. Supporting Children's Language Development

Respond to prompts 4a. c below by referring to key vocabulary² for the learning segment.

¹ For example, beginning or transitional language errors or other attempts to use skills or processes just beyond a child's current level/capability.

² Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.

- a. Identify the vocabulary (i.e., **developmentally appropriate** sounds, words, phrases, sentences, or paragraphs) that will support children's learning in these learning experiences.

[The vocabulary used throughout the unit consist of the following words: grupo de cinco (group of 5), separar (separate), montana matematica (math mountain), parte (part), cambiar el orden en las partes (change the order of the parts), sumar (add), menos (subtract), and igual (equal).]

- b. Identify a key learning experience from the learning segment plans that provides children with opportunities to develop, practice, and/or use the vocabulary identified in prompt 4a. (Give plan day/number.)

Consider the range of children's language development- what do children already know, what are they struggling with, and/or what is new to them?

[Children already know the vocabulary words that stand alone, such as parte (part). The key is to show them what the word parte means in a math sentence. This is the easy part. Vocabulary phrases such as cambiar el orden en las partes (change the order of the parts), are more of a struggle for young six-year-olds.]

c. Language Supports

Refer to your plans and instructional materials as needed in your response to the prompt below.

- Describe the instructional supports (during and/or prior to the learning experience) that help children develop and use the vocabulary identified in prompt 4a.

[During the lesson, phrases such as cambiar el orden en las partes (change the order of the parts) require more instruction and hands on activities with students. The escalones (stair steps) will allow students to visualize that when changing the order of the parts, the amount (lengths) is still the same.]

5. Monitoring Children's Learning

Refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of the active, multimodal nature of young children's learning of language and literacy throughout the learning segment.

[I will observe children putting their number cards and stair steps in order to observe if they are getting any faster. Along with students putting parts of numbers together by memory, they will have the document camera projecting an example to use as a resource. I will also aid students by taking their fingers and guiding them to the right numbers.]

- b. Explain how the design or adaptation of your planned assessments allows children with specific needs to demonstrate their learning.

Consider all children along the continuum of development (including children with IEPs, English language learners, struggling readers, children who are underperforming or those with gaps in academic knowledge, and/or gifted children).

[All students in this class are English language learners. The lessons will be taught in their first language. Students with academic knowledge gaps will receive one on one help, whether it be from me or a table helper.]