

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 11 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.

[The central focus for the content that I will teach in the learning segment is interpreting the products of whole numbers using the multiplication strategies of equal groups, repeated addition, and arrays. Students will read, write, and understand multiplication in different contexts. Throughout three lessons, students will learn to interpret products of whole numbers through using the different multiplication strategies using equal groups, repeated addition, and arrays. The purpose of this learning segment is to introduce students to multiplication and help them understand how to use three different multiplication strategies to interpret products of whole numbers. Students will understand that “x” (the multiplication symbol) relates to the words “groups of”. Students will also understand that it can be used to multiply factors find a product.

For example, when using the equal groups multiplication strategy, students will recognize that the multiplication sentence, $3 \times 5 = 15$, can also be expressed as 3 groups of 5 objects. Equaling a total of 15 objects. Students will relate that the repeated addition sentence of that multiplication sentence is $5 + 5 + 5 = 15$. During the second lesson, students will learn to construct arrays to model multiplication sentences. For example, the array modeled after that multiplication sentence would have 3 rows and 5 columns.

The learning segment focuses to help students further develop their mathematical knowledge. Throughout these three lessons students will be challenged to think critically while analyzing and interpreting products of whole numbers. Overall, these lessons encourage students to recognize how multiplication sentences can be expressed using different multiplication strategies that will help them understand multiplication and how it relates to the world around them.]

- b. Given the central focus, describe how the standards and learning targets within your learning segment address
- conceptual understanding
 - procedural fluency **AND**
 - mathematical reasoning or problem-solving skills

[The central focus of the learning segment is to help students develop a conceptual understanding of multiplication. In teaching multiplication, I will encourage students to explore multiplication in order to help them develop their own understanding of the concepts and ideas. During the learning segment, students will be introduced to the multiplication of whole numbers. Using several multiplication strategies, students will interpret the products of whole numbers, learning to find these products by multiplying factors.

The learning segment reinforces procedural fluency of multiplication by providing opportunities for students to identify, describe, and represent multiplication. During my first lesson, students will apply the “equal groups” multiplication strategy to interpret multiplication sentences. During the second lesson, students will use another multiplication strategy by constructing arrays that appropriately represent a multiplication sentence. The third lesson will provide the greatest opportunity for students to apply procedural fluency. I will read a book that presents many real world multiplication problems. This will provide students with opportunities to

justify both informal multiplication strategies as well as commonly used mathematic procedures. An interactive worksheet will follow the book reading. I will model some real world multiplication scenarios that are applicable to the students in my class. This repetition and practice of mathematic procedures on their handheld whiteboards will help strengthen their understanding and skills for interpreting multiplication problems.

The lesson segment will present several opportunities for students to practice mathematical reasoning. For example, students will be presented with the multiplication sentence $3 \times 5 = 15$ throughout the learning segment. During the first lesson, they will reason that the first number, 3, shows how many groups. Next, they will reason that 5 objects must be in each group. The second lesson will require similar mathematical reasoning skills however students will be constructing arrays. Students will deduct that the first number is how many rows and the second how many columns. The third lesson will address mathematical reasoning and problem-solving skills by requiring students to use different multiplication strategies. By reading a book that demonstrates multiplication problems in real world scenarios, students will be provided with opportunities to practice their problem-solving skills. Connecting multiplication to problems in real life will also establish a purpose for learning about multiplication.]

- c. Explain how your plans build on each other to help students make connections between
 - facts
 - concepts
 - computations/procedures **AND**
 - mathematical reasoning or problem-solving strategies to deepen their learning of mathematics

[The first lesson will be an introduction of multiplication facts, concepts, procedures, and problem-solving strategies. The subsequent lessons will begin with a review, going over recently learned concepts and strategies as well as scaffolding their prior knowledge of the students. Through out the learning segment, I will be using a model known as “Think, Pair, and Share”. This will allow students to independently think, cooperatively discuss in pairs, and finally practice sharing ideas with the class as a whole. The facts, concepts, and strategies will be thoroughly reviewed throughout the lessons using this model.

The learning segment will introduce the concept of multiplication. The facts learned during the learning segment will be the vocabulary words. The vocabulary words will be factor, product, multiplication sentence, multiply, column, row, and array. The procedures that will be learned during the learning segment are the different strategies that will be used to solve multiplication problems. During the first lesson, equal groups will be the strategy of focus. Students will use mathematical reasoning and problem solving strategies to model multiplication sentences using equal groups. During the second lesson, the students will use similar mathematical reasoning and problem solving strategies to represent multiplication sentences using the multiplication strategy of arrays. During the third lesson, students will use the facts, concepts, and procedures learned in the previous two lessons to explain multiplication problems found in real life using mathematical reasoning and problem-solving strategies. Students will be presented with multiplication problems from the book, “Amanda Bean’s Amazing Dream”. Following the reading of the book, students will use handheld whiteboards to show their mathematical reasoning and problem-solving strategies by answering multiplication problems. The mathematical reasoning and problem-solving strategies students will use to solve these multiplication problems will be made up of the facts, concepts, and procedures that will have been learned throughout the learning segment.]

- d. How and when will you give students opportunities to express their understanding of the learning targets and why they are important to learn?

[Throughout the learning segment I will give students opportunities to express their understanding of the learning targets and why they are important by asking direct questions. I will ask my students what the learning target is using 3rd grade vernacular as well as why they think it is important to learn multiplication. These questions will help students think about how multiplication will apply and relate to their everyday experiences. Students will be given the opportunity to demonstrate their understanding of the learning target during the “Think, Pair, and Share” portion of each lesson. For students who catch on quickly to the learning targets, I will provide challenging questions to help them deepen their understanding of multiplication.

At the close of each lesson, each student will complete an exit slip or formal assessment of some sort. The formal assessment will ask students to demonstrate their understanding of the learning target for that lesson as well as communicate the learning target using words or pictures. In addition to a formal assessment, each lesson will have a closure where students will review the concepts by answering questions in a group forum. The questions relate to the learning target in general, “What did we learn about today?” as well as specifically what they learned when representing the learning target, “What did we learn about equal groups?” for example from the first lesson. By providing both formal and informal assessments students will be given the opportunity to express their understanding of the learning target and will have the opportunity to self-assess how they feel they understood each of the lessons.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–c), 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, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[At this point in their education, my 3rd grade students have not formally been introduced to the concept of multiplication. Some students may have prior academic learning experiences outside of school where they may have been informally exposed to the concept of multiplication. The students are very familiar with the concepts of addition and subtraction. They know how to add and subtract numbers to find a sum. Students have been taught the properties of addition and subtraction and know how to arrange numbers to satisfy different properties. The students are equipped with the prior knowledge necessary to understand the central focus of my learning segment.

The central focus of the lessons will consist of the prerequisite skills of understanding the terms addition, repeating, and equal. Before the students begin each of the learning segments it is important that they understand these terms and how they will relate to each lesson. For example, in the first lesson the students will be introduced to a new vocabulary term—repeated addition. Students will build on the prior knowledge they have of *addition* and the concept of *repeating*. By combining their prior knowledge of both ideas, students will be able to understand repeated addition and ultimately, multiplication. During the first and second lessons, students will use their previous knowledge of the word *equal* to construct equal groups and arrays to represent multiplication. These multiplication strategies will be applied to real life scenarios during the third lesson. Students will need to learn how to interpret the products of whole numbers using several multiplication strategies.

Students in this class with IEPs and 504 plans may require different strategies and/or support because they may lack the prerequisite skills necessary to successfully meet the learning targets. Students in those categories will be given more time, manipulatives, as well as extra teacher support to ensure their success. This class also contains a number of highly achieving students. Knowing that they may quickly complete the assessments and understand the learning targets based on their prior knowledge and prerequisite skills, I will prepare opportunities that will further their knowledge of multiplication without detracting from the overall class learning. These deeper learning opportunities will include advanced problems, similar but more complex. Students who are highly achieving may also receive the opportunity to help/lead a struggling student to understanding the learning target and/or activities.]

- b. Personal/cultural/community assets related to the central focus—**What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?**

[The school I am teaching at largely consists of Hispanic and Caucasian students from low-income homes. The majority of students receive free school supplies and many of my students come from split or single-parent homes. Many of my students are not provided with educational assistance or encouragement from their home environments. These characteristics create a challenge for many of my students. It becomes difficult to bring homework or other assignments back to school after taking them home because their guardian may be working late or unable to provide the student with additional educational support. Students in these situations lack motivation, display low self-esteem and seem like they genuinely do not care about their academic success.

Students who come from split homes, in some cases have to travel between states on the weekends due to shared custody. The inconsistency that this provides students with is detrimental to their success in school. If a student has the ability to teach him or herself or has a passion for reading, they may experience less of the feeling of failure that an irregular living situation provides. However, many of my students are low-level learners who aren’t interested in reading and thrive on explanation and demonstration. The more consistency provided to low level learners, the more success they feel about themselves and ultimately, the more successful they actually will be.

The students in this class have a variety of interests. These include NFL sports teams, local sports leagues, involvement in musical groups on and off campus, and participation in dance and art programs. I have established rapport with students by engaging in conversations with them about these various interests. These interests have also guided the planning of my lesson plans. Overall, during the planning of the learning segment personal, cultural, community assets of my students have been taken into consideration in hopes to create meaningful, interesting lessons for the largest number of students.]

- c. Mathematical dispositions related to the central focus—**What do you know about the extent to which your students**
- **perceive mathematics as “sensible, useful, and worthwhile”¹**
 - **persist in applying mathematics to solve problems**
 - **believe in their own ability to learn mathematics**

[In looking at how my students perceive mathematics, I find that the majority of them actually enjoy it. Students seem engaged in mathematics instruction and find mathematic content applicable to their daily lives. Students often participate in mathematics rotations several times a

¹ From the Common Core State Standards for Mathematics

week. This allows me to work with 4-6 students at one time. Working with a small number of students at a time allows me to discuss what they find sensible, useful, and worthwhile about math. I have taken advantage of these opportunities in the past and I plan to continue. By asking students to communicate why they find mathematics meaningful, it requires them to search inside themselves for an answer.

Their persistence in applying mathematics to solve problems is one the characteristics that I found the most interesting about this group of students. During the math rotations that I mentioned earlier, some groups finish more quickly than others. The students are grouped by ability within the rotating groups. Groups of students who are at a higher ability level like to quickly and correctly complete assignments so that they can solve a challenge question. This is something I started doing once I recognized which groups needed something with a little more difficulty. Once a student has completed the worksheet, I look it over to ensure that the problems were solved correctly. Students are eager to double-check their accuracy and if I find something incorrect, quickly re-do that problem. Students who aren't so quick to finish assignments also are persistent when using mathematics to solve problems. For example, one student will erase the whole problem and start over even if he only did one step incorrect. He wants his mathematics worksheets to be neat and accurate.

The majority of my students believe in their ability to learn mathematics. The students who doubt their abilities are the students who have 504 plans or IEPs. However, even those students often try their best. The student who has a 504 plan will redo the problem until she has done it correctly. Her persistence for accuracy is matched only by her belief that she is capable of doing mathematic problems correctly. She is a great example of the determination and confidence found in many of my students.]

3. Supporting Students' Mathematics Learning

Respond to prompts below (3a–d). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, **use principles from research and/or theory to support your explanations.**

- a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, mathematical dispositions, and research/theory.

[After taking the personal, cultural, and community assets into consideration, I chose to plan a learning segment that will provide students with aspects of familiarity. In the first lesson I chose a game that included dice. Students have most likely had exposure to dice in a game at home, such as Yahtzee. If for some reason they haven't at home, then they have during other educational activities done in the classroom. By using a familiar manipulative, students have nothing new to understand other than the learning target about multiplication. In the second lesson, students will create a set of multiplication flashcards. Students will create the flashcards using durable cardstock paper in order to create an educational resource for students to practice with at home. I chose to incorporate this activity an informal assessment (the creation of the flashcards) knowing that many of my students come from low-income homes that often can't provide students with additional instructional materials such as flashcards. In the third lesson, I will read a book about a 3rd grade student who is learning multiplication, just like my students. The character walks home from school and talks about visiting a library. Both of these concepts are familiar to my students, as many of them walk home from school and the class goes to the library once a week.

The start of each lesson will begin by assessing their prior knowledge (Burns 2007) of the learning target. This time will allow students to review information and well as catch

information they may have missed the previous lesson(s). By using the “Think, Pair, Share” model (Lyman, 1981) throughout my learning segment students who are insecure or unsure of their mathematical ability will be given the chance to discuss with a partner before sharing with the entire class, eliminating a portion of the anxiety. During the activity of “Think, Pair, and Share” students are engaging with the information in three different ways. First, internally by thinking silently, second in discussion with a partner, and finally with the whole group where they will listen to other students share as well. Each lesson of the learning segment will build on the previous lesson(s), but first and foremost on the prior knowledge that each student has acquired on the topic.]

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[When introducing multiplication to the whole class I will use language that is relatable to all my students. Before beginning each lesson, I will review individual student understanding of the previous concepts and the learning targets. Students will answer questions as well as rate their individual understanding with thumbs up or thumbs down. Throughout the learning segment students will be able to refer to the learning targets on a large poster in the classroom. The learning target will read, “I can show products using equal groups, arrays, and repeated addition” and “I can multiply to find the product.” This will provide students with IEPs, 504 plans, struggling readers, and students with other learning needs with a basic understanding of the learning target for learning segment as a whole. This chart will also help all students better understand the central focus of each of the three lessons in the learning segment.

Students will be working individually, in their table groups, and in pairs. I plan to place students who seem to be struggling with the concepts, particularly those with an IEP or 504 plan, with a highly capable student. This will benefit both students. The table groups will be arranged with a mix of high-and-low students, as well as a combination of cultures and genders.]

- c. How will students identify resources to support their progress toward the learning targets?

[In helping my students identify the learning targets I will post them at the front of the classroom. I will explain to students that the location will remain the same for each lesson. The learning target will explain what I expect them to learn from each lesson. The students will know that by raising their hands, a teacher will assist them in answering their questions. I will encourage students to ask questions and seek help when they are unsure about a concept. Students will also be aware that when I provide feedback, it will be constructive and that they are welcome to come to me for clarifications and/or questions.

Resources outside the classroom that will support their progress towards the learning target will be discussed at the end of the learning segment. I will explain that students can search for help at home, at school from other teachers, the library, their math folders, and the Internet. In order to help students reach the learning target in each lesson, I will provide a healthy learning environment where students feel free to ask questions at any point.]

- d. Describe common mathematical preconceptions, errors, or misunderstandings within your central focus and how you will address them.

[Multiplication is a new concept to my third graders, thus mathematical preconceptions, errors, and misunderstandings will occur as part of the learning curve. When addressing any of

these inaccuracies, I will not make any student feel ignorant or silly for thinking something, even if it is incorrect. Some students may think that a multiplication symbol has the same meaning as an addition symbol. For this misunderstanding I will have my students show me with their hands what an addition symbol looks like. Students will show me two fingers (or hands) perpendicularly intersected. “Now, tilt your hands while holding that same pose.” I plan to model an addition symbol becoming a multiplication symbol. This visual separation between the symbols will help clarify that they are two different symbols that do two different things.

Other errors such as drawing the incorrect number of rows and columns on an array or not having an equal numbers of dots in their groups will be corrected individually as they occur. I will carry a handheld whiteboard to demonstrate to students as well as verbalize to them the correct representation. If students still seem to be struggling to understand one of the multiplication strategies, I will use one of the classroom manipulatives to provide a visual, hands on scenario.]

4. Supporting Mathematics Development Through Language

- a. **Language Function.** Choose **one** language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment:

Categorize	Compare/contrast	Describe	Interpret	Justify
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[The learning function that will be essential for student learning within my central focus is the ability to **model** their understanding of multiplying whole numbers. Students will use several multiplication strategies to **model** their understanding. For example, equal groups, repeated addition, and arrays are three different ways students will be expected to **model** multiplication sentences.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[The first day (Lesson #1) of the learning segment will provide students with the opportunity to model multiplication sentences in equal groups. The first number of the multiplication sentence being the number of groups, and the second number, how many in each group. During Lesson #1 students will also model repeated addition from multiplication sentences. The second day (Lesson #2), students will model multiplication sentences using arrays. On the third and final day (Lesson #3) of the learning segment students will use their prior knowledge of the multiplication strategies learned the previous days to model multiplication problems in real life with multiplication sentences. After reading a book for inspiration, students will be asked to share why learning multiplication is applicable to life. Through the originality and depth of their examples, I will see whether or not they understood the learning target and whether or not they could use the learning function to communicate that information.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary and/or symbols
 - **Plus** at least one of the following:
 - Syntax
 - Discourse

Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?

[Students will need to understand and apply the following vocabulary terms:

- **factor**
- **product**
- **multiply**
- **repeated addition**
- **equal groups**
- **column**
- **row**
- **array**

Students may have a basic understanding these terms and possibly the concept of multiplication from prior knowledge and experiences outside the school setting. However, this learning segment will serve as their first formal introduction to multiplication. In order for students to meet the learning targets throughout the learning segment, students will need to gain a general understanding of the terms above. The students will be introduced to the new terms at the beginning of the corresponding lesson. An anchor chart will be used to display the vocabulary words. I will create the anchor chart with the students, adding the new vocabulary terms to it each day. By demonstrating the content with words and pictures as I'm teaching the new word, students are more likely to retain the information than if I simply verbalize it. I will also be asking questions while writing to keep students engaged. By asking clarifying questions, I will both engage the students with the new information and help add to their memory.

Students will participate in discourse by answering questions that further their understanding of interpreting the products of whole numbers. Students will model that understanding using several multiplication strategies. For example, at the end of each lesson, during the carpet time review, students will have the opportunity to ask clarifying questions to double check understanding. Students will be challenged to pull from their prior knowledge to supplement new information regarding the vocabulary terms. For example, when being introduced to vocabulary words at the start of each lesson, students will be asked to "Think, Pair, and Share" regarding their prior knowledge of the question(s). A question that will be asked during the first lesson will be, "What words come to mind when you think about multiplication?" To identify a purpose for learning I will ask the students, "Why do you think it is important to learn multiplication?" Students will learn the multiplication strategies through the visual aids drawn on the anchor chart as well as by using classroom manipulatives to model the different multiplication strategies. Throughout the learning segment students will use discourse to explain the multiplication sentences they have modeled.

Students will participate in syntax by constructing multiplication sentences using "x" (the multiplication symbol). For example, in Lesson 2, students will use handheld whiteboards to represent multiplication sentences using arrays. In addition to modeling, students will be asked to write the multiplication sentence. This will provide students with a clear representation of how to identify and represent multiplication sentences with drawings or concrete objects. Throughout the learning segment students will use syntax to construct the multiplication sentences they will later interpret.]

- d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.
 - Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

[I will use clear, child-friendly language when describing the vocabulary terms students need to comprehend in order to meet the learning target of each lesson. For example, when teaching students the difference between a row and a column, relating to an array, I will use examples from their lives and well as visual aids. I will point out that a column is vertical and looks similar to how they write spelling words. Then I will explain that a row is horizontal like seats in a movie theatre. I will also have students use their hands as visual aids, asking them to hold it horizontally for a row, vertically for a column.

I will clearly identify the expectations of each task before dismissing students to begin. During the learning tasks students will be provided with instructional supports, as needed. The structure of each lesson is designed to build on student understanding while providing them with opportunities to explore and engage in interpreting multiplication. The instructional materials in each lesson are designed in a way that will engage students to explore and interact with their peers. Overall, these materials will support student progress toward learning the language demands, using language function, and modeling the multiplication strategies through drawings and manipulatives.]

5. Monitoring Student Learning

In response to the prompts below, 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 for you and your students to monitor their conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills **throughout** the learning segment.

[The informal assessments of this learning segment will include questions during direct instruction as well as observation as students work on the learning task. I will ask students questions requiring them to identify and explain how they arrived at the answer or conclusion. By having the student explain their process, students will reveal their thought process and I will be able to assess how well they are meeting the learning target for that lesson. During Lesson #1, I will informally assess during the learning activity where students will be playing the multiplication game with dice at their tables as well as during the closing activity when the students and I will be back at the carpet. During Lesson #2, students will be assessed informally when using their handheld whiteboards to answer mathematical problems, regarding multiplication, using arrays. The closing review will also serve as a informal assessment of their conceptual understanding. During Lesson #3, informal assessments will take place during the book reading. I will ask mathematical questions through out the reading. This will ensure that students are both on task by paying attention and understanding the learning target because of the accuracy of their answers. These answers will show conceptual understanding, computational/procedural fluency, and mathematical reasoning/problem-solving skills.

The formal assessments will allow students the opportunity to model their conceptual understanding, procedural fluency, and problem-solving skills. During Lesson #1, students will be formally assessed with an exit slip. The exit slip will ask them to model a multiplication sentence using equal groups, similar to the problems they will have completed during the learning activity. It will also ask students to articulate the learning target by completing the sentence, "Today, I learned about..." After the lesson, exit slips will be sorted into two piles, those who demonstrated they understood the learning target and those who did not demonstrate their understanding of the learning target. During Lesson #2, students will complete another exit slip. This time, they will be asked to model the multiplication sentence using an array. Again, they will be asked to articulate the learning target by responding with a sentence explaining what they learned about multiplication that day. After the lesson, exit slips will be sorted into two piles, those who demonstrated they understood the learning target and

those who did not demonstrate their understanding of the learning target. During Lesson #3 students will be formally assessed with a summative quiz. This will demonstrate the students overall understanding of the learning segment as a whole. The summative assessment will assess knowledge of vocabulary, the ability to model multiplication sentences using one of the multiplication strategies learned (either equal groups or arrays), and the articulation of the learning target for the learning segment.

The results of both the informal and formal assessments will help me monitor the overall progress of my students understanding the learning target. I will try to give prompt feedback to students regarding their formal assessments so they can monitor their understanding as well.]

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

Consider all students, including students with IEPs or 504 plans, English language learners, struggling mathematics students, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[The learning segment's written assessments have been designed to be kid friendly. By using color and providing defined spaces for answers, the assessments are simple and straightforward. They are not designed to trick students but are simply to be used as a tool to discover what students do and do not know. For students with IEPs or 504 plans, appropriate accommodations will be made. More time will be given if the student needs more time, a alternative location will be found if a student needs to be at their own table, and/or I will come read the questions to a student who needs the questions orally instructions in addition to written. This class does not have any English language learners, however we do have some highly capable students who will most likely finish all assessments quickly and accurately. For these two students, I have planned additional "challenge questions" that they will answer on the back of their assessments. I will offer the challenge questions to any student who finishes the assessment early.]

- c. Describe when and where you will elicit student voice (oral or written) during instruction to raise awareness in both you and the students of where students are relative to the learning targets.

[Student voice will be elicited throughout the learning segment, at the beginning, the middle, and the end. Students will have the potential to learn more when they are verbalizing the information. Each lesson of the learning segment will begin and end with in a group forum on the carpet. The introduction and conclusion of the 3 lessons will be the ideal circumstance to elicit oral student voice. I will ask multiple clarifying questions. A number of my questions will begin with "why" to elicit a deeper response. Students will share their written student voice on the formal assessments when they answer questions like, "What did you learn about multiplication today?" Questions like this elicit student voice, as well as review the learning targets of that lesson.

The students will know where they are relative to the learning targets by their ability to successfully complete the exit slips and other forms of assessment. After I grade the exit slips and return them to students the following day, students will have the chance to reflect on how well they understood the learning targets. Following that reflection, the class will have a review of content from the previous lesson(s), scaffolding new information in addition. This will provide students as well as myself the opportunity to see where each student is relative to the learning targets.]

- d. What tools and strategies will students use to monitor their own learning process during the learning segment?

[Students will be able to monitor their own learning progress through out the learning segment through answering questions during “carpet time” (the introduction and conclusion of each lesson). If they see that they know the answers to the questions I am asking, then they will know they understand the learning target. I will return students graded exit slips from the previous lesson in a timely manner. This will allow students to note their understanding of the learning target. Lastly, students will be asked to rate themselves throughout the learning segment on how well they understand the given question. For example, I might ask, “Give me a thumbs up if you understand what a product is, halfway thumbs up if you could still learn more, and thumbs down if you have no idea what a product is.” This will be a good way for students to recognize about how much they really know about the learning target.]