

Viewing Protocol

Title: Counting Collections: Kindergarten – A Common Core Classroom Friendly Exercise

Link: <https://vimeo.com/45953002>

Grade: Kindergarten

Learning Goals and Success Criteria

The teacher lists a range of learning that can occur in this lesson about counting collections, including working with others, rote counting, how to write numbers, and how to organize something mathematically. She also models a particular recording strategy and asks students to try it during the lesson. She doesn't explicitly communicate learning goals and success criteria to students.

What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?

Eliciting and Interpreting Evidence

The teacher has gathered evidence to inform this lesson through observing students during counting activities in prior lessons. She has used these observations to decide if students were making and counting collections of 5 and 10 at an appropriate level. During the lesson, the teacher checks in with students to see what they decided to count and how the work is coming along. The teacher sees that some students are ready to move to counting 100s.

What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?

Taking Pedagogical Action

Based on her review of evidence from an earlier lesson, the teacher models a new recording strategy she would like students to try. She begins this mini lesson by saying that she noticed earlier that students were generally recording their count one way (representing sets of objects based on how they would say their count) vs. representing sets of objects based on the actual amount in each object set. She also selects the number range of objects students can choose from to count – from 150 to 300. During the lesson's activity, the teacher checks in with students, leaves them to finish their task, and then comes back later to help them further advance it. She asks follow up questions to students while they're working, enabling them to adjust the level of complexity further, and then supports them in their efforts. This is evident in each situation where the teacher conferences with students. After determining that some students are ready to count to 100, the teacher guides them with this new and more advanced skill in counting. For example, the teacher directs students to an additional resource in the room and supports their use of it, i.e., to discern 102 from 120 by considering place value.

What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?

Student Self and Peer Assessment

The teacher gives students the option to count either by 5s or 10s, accommodating different skill levels among the students. She also lets students choose how high they want to count, from 150 to 300. The open nature of the task enables students to further fine-tune the level of challenge for themselves. For example, the student who chooses to count by 2s to make collections of 10 has increased the challenge for himself and connected prior learning to new learning.

What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?