

Scenario 3

This planning session involves a coach and a 3rd grade teacher. They plan together somewhat frequently, but the coach has had a stressful day running from meeting to meeting when she sits down to meet with the classroom teacher.

Coach: So what lesson will be looking at today?

Teacher: We are just getting into multiplication, so it's a lesson on equal groups.

Coach: What background knowledge do you think they will bring?

Teacher: Well, it's the first lesson, so I am guessing not much. There might be some students who have had experiences with it outside the classroom and will make a connection right away, but I don't think a lot of my students have any practice.

Coach: So what will you do to launch the lesson?

Teacher: I usually start with the Problem of the Day up on the projector. I will model the first example and then have students do a few examples with me. I was thinking about getting the two-color counters out for this lesson.

Coach: So which problems will you have them do?

Teacher: I want to make sure to do this first problem, with three groups of five. We will also maybe do 2×4 and 4×6 together. Then I will move on and have them do some partner work.

Coach: Okay, so do you have an engagement structure you plan to use for partners? Rally Coach might be a nice way to give students shared talk time.

Teacher: Yeah, that could be good. Then after they do some partner problems and I walk around and assess how things are going, I will probably have them try drawing a few representations on their own...these problems on page 82 here.

Coach: Sounds great. So what will you use to determine how well you've met your objective? How will you assess student learning?

Teacher: Oh, I will walk around and watch. I'm pretty good at noticing which kids get it and which kids don't.

Coach: And what if you see any struggle? Do you anticipate that?

Teacher: I don't really anticipate it with this lesson, but if I do, I will probably pull a small group to the carpet and continue modeling using the counters.

Coach: That sounds great. What do you want my focus to be while I am in the room observing?

Teacher: If you would help me walk around and help with the partner work, that would be great. Two sets of eyes will help me notice if there are students who are struggling and you can listen to their math talk and explanations with me.

Coach: I can definitely do that. Is there anything else you'd like to talk about for this lesson?

Teacher: Nope, I am feeling pretty good about this lesson, and I'm excited to have you come in and support.