

The Following reflects the collaboration between the Instructional Specialist in K-5 math and the Title I-funded Tier 2 intervention program at Mountain View Elementary.

Post-coaching-visit Email Correspondences with MV Title Paraeducators

Feb 2, 2016--Grade 2 Tier 2

Hi F,

Thanks so much for inviting me to your group today, it was such a great opportunity for me to see how a half hour goes. Here was the time breakdown and some observations:

11:10-11:22 **Double barrel** Doubling Game. Students seemed to be using the doubling strategies routinely, some more fluently than others (counting was not visibly evident, anyway ☺). They stayed focused on the game and used the time very well. I noticed how kindly persistent you were about reminding them to use the language of doubling—Yes! When Lakota came late, the others were engaged so you could give him that personal attention...his skills seem to set him apart from the others.

11:22-11:30 **Fluency**. Your observation at the end when you told them that they were getting the totals more quickly was right on. I thought that was a great assessment of their doubles strategies and memorizing them in action

11:30-11:40 **The Problem 12 + 14** (was this the Daily Warm-up from the lesson?) Again, they all had strategies to access the problem. I did notice that no one mentioned double 12 and add 2, but their strategies were perfectly reasonable. They are obviously comfortable with the Decomposing 10s and 1s and that is okay because it makes sense to them. As long as the conceptual language accompanies: $10 + 10 = 20$ or $1 \text{ ten} + 1 \text{ ten} = 2 \text{ tens}$ or 20 vs. " $1 + 1 = 20$ "

What I neglected to ask before you started was where you are in the progression of the lessons, was this the first of 2 days for the lesson?

I will be there at 11 again, we can talk then!

Such a pleasure to watch those kids with you. Thank you!!

Cristina

February 5, 2016—Grade 3, Tier 2

Hey A,

Sorry for the delay! I have not been able to sit at my computer until now.

I just wanted to thank you for the opportunity to sit-in on your group yesterday. I know it was an odd day to come and not the typical routine. It seemed like the game was a good fit for the kids and provided a formative assessment of readiness for the next concepts. I really noticed the comfort and confidence students had with you. You create a very warm and enjoyable learning environment. You modeled a comfort and enjoyment for math that is obviously contagious in the group.

While playing the game, I noticed that they relied on fingers, just as you had described, so a goal might be to ask them to think about “derivative facts” which are the basic facts that they know that help them solve bigger numbers.

For example, if $17 - 3$ comes up and you see fingers pop up, you can say, “Wait, what do you know about the fact family of 7 and 3 that might help you solve $17-3$?” Help them stop, think and make the connection to $4 + 3$ or $7 - 3$. You can also model the different ways we solve these facts. Talking out loud and asking them to do the same makes their thinking visible, like a window into their process, and will help you understand better where their strengths and struggles are. You can model, “Hmm, $18 - 4$...well I know that 4 add 4 is 8, so if 14 is just ten more...I can add 4 to 14, I will get 18, which is 10 more than 8.” Something like that. So that other methods besides counting back by ones might be used. Another thought I had might increase the potential for them to talk out loud is if they play in partners, like teams. This creates a situation where the partners must talk to agree on the total, so strategies emerge as they try to convince each other where to place the marker.

Let me know if these ideas make sense to you. I so appreciated the chance to sit in and will be happy to provide any support as you do the hardest work to close the gaps for these kiddos.

Thank you again and Happy Friday!!

Cristina

Following the individual coaching sessions in February, March and April, on April 29, 2016, a group of paraeducators, Title 1 teachers and Special Education teachers observed and video-taped the Instructional Coach teaching a lesson to a group of five Grade 3 students in Tier 2 Intervention. Afterwards, the group reflected on the questioning and instructional strategies to promote student discussion and visible learning.



Mountain View Observation: Learning Resource Center

April 29, 2016

ORIGOmth lesson 2.7.5: Choosing a Strategy to Add

Big Idea: Place value models replicate the mental strategies that proficient mathematicians use regularly. Students will use place value models to add 2-digit numbers.

- Base 10 pieces model the “count-all” place value strategies (tens + ones)
- Number lines model the “count-on” place value strategy (Count on by tens and ones in any order from the larger number and/or decompose to find the “easy 10”).
- These place value models replicate our mental strategies and the Associative property (the ability to decompose quantities and “associate” them in ways that make the most sense to the mathematician.)

This lesson is Day 2 of 2.7.5. The goal is the students will:

- Reason about the numbers before solving (notice the strategies inherent in the numbers and estimating for reasonableness)
- Show mental strategies using models accurately