

00:00 So let's talk about the main portion of our lesson, "How Many Are Hiding?"

00:05 And what happened in the lesson that you hoped would happen?

00:09 I hoped they'd be excited to play, which they were! That's always a good thing. I always try to be excited for math.

00:15 I hope it rubs off. So they were excited to be playing, which was a good thing.

00:20 And they knew what to do. We've only played this once before, but I had confidence in them that they would be able to... to be successful again today.

00:30 And they really did understand the rules of the game. Again, this is an excellent activity because it's... there's so much they get out of it.

00:40 The composing and decomposing ten, but the rules are so simple, they don't spend a lot of time figuring out the rules of the game.

00:48 They can just do it.

00:49 So, and I hoped they would come up with different strategies, when they were, when they were, I would hope that they would use their sentence frames.

00:57 Which they did. And what I was hoping that they would be able to add on today, I added on a sentence frame to justify their reasoning.

CCMP3: Construct viable arguments... justify their conclusions, communicate them to others, and respond to the arguments of others.

01:05 The first time, it was simply "How many do you see?" and "How many are hiding?"

01:09 And I felt confident that they understood the premise and how to do this activity successfully.

01:17 So I wanted to hear what their thinking was. And I was hoping that they would be able to do that successfully.

01:24 And I was also hoping that, again, the rules of the game, they'd be successful taking turns, sharing, being able to realize how many are hiding.

01:33 And come up with, on their own, some did and I needed to help, remind them, but to use their number lines if they needed, to help them.

CCMP5: Use appropriate tools strategically.

01:41 And what happened that you didn't expect? Because I know you ramped it up, you've played it once, this is the second time that your first graders have played it.

01:49 What... and you ramped up adding the next question, and answer, for your sentence frame.

01:54 What happened that you didn't expect, as you were walking around, listening?

01:58 When I was walking around listening, I didn't expect, although I guess I should have, that some of them were talking about

02:05 "Oh, that's a turnaround fact." or "That's a doubles fact." And I guess I should expect that from them! I shouldn't underestimate them!

02:14 But when they use those terms, in their reasoning, it always impresses me that they are able to use those terms.

02:21 And some of the-- it impressed me how well the partners really worked together.

02:26 We just moved desks a day ago, so these are new partners for most of the class. So I was hoping that they would be able to work well together.

02:36 Sometimes you don't know until you actually do it.

02:38 Right.

02:39 But I thought they actually all did a very good job of working with their new partner.

02:45 And I also... I'm sorry, the other thing is that a couple of the groups I did give extra cubes to, because they were able to, ten was just too easy for them.

02:55 They knew... they have their math facts in their heads. They didn't need to even think about it.

03:00 So a couple of the groups I added 5 more, and one I even added 5 more to, to start with 20.

03:06 So that group, next time I think I would start with an "unfriendly" number, like 23, or 17 even.

03:14 Something that was not quite as friendly so they would really have to do a little bit more thinking.

03:21 and I noticed that when you pushed those, ramped up, all of those groups, partners, they were challenged by 15.

03:31 They were. And that was good!

03:33 But very engaged.

03:34 Yes, exactly.

03:35 And went back to use their tools, the number line, or a couple looked at the number grid that you have up.

03:41 So I thought that was very valuable.

03:44 And there was one that I ramped up to 15, and she was reading me, she told me how many were on top,

03:52 And when I asked how many were hiding, she came up with an incorrect number. But I could tell that she wasn't really comfortable with

that number,

03:58 Because she said the sentence frame, I think it was 8 plus 4 equals 15. But she didn't want to say 15. You could just see her brain... 8 plus 4 equals...

04:08 And she'd say 15, and I said, "Do you feel comfortable with that?" and she said "No."

CCMP1: Make sense of problems and persevere in solving them; CCMP6: Attend to precision.

04:12 So she got out her number line, and was able to actually figure out distance between 8 and 15, and was successful.

04:20 And then I heard you, "Prove it to me, show me..." for that justification.

04:27 Is there anything else you want to talk about today's lesson?

04:31 No, I was pleased with the way the lesson went. I think that, I think the timing worked out well today.

04:38 I think that each activity was just about the right amount of time, that they were engaged but not, but not "done yet."

04:45 They were still engaged with the lesson. And the wrap-up, it was nice hearing some of their, what they did get out of today's lesson.

04:53 So I'm happy with the way today went.

04:56 So what are your next steps?

04:59 My next steps, I will definitely be giving the post-assessment, so that we can see the difference between the pre- and post-assessment.

05:08 But in terms of these activities, I would definitely start off some of my bags with, like I said, an "unfriendly" number.

05:17 To see where we could go. And there's a couple of students that I think I will even go down and start with 5 instead of 10,

05:26 Because there were a few, two students specifically that I'm thinking about, that 10 was a stretch for them.

05:32 And I'm not sure if the number 10 was, it was the number 10, the procedure of the game. So I want to spend a little more time with a couple of the students

05:45 To see what it is that they are having trouble with. Is it the manipulating the numbers? Or is it how to play the game?

05:52 And that was very valuable as an assessment, actually. You really did walk around and check in with each partner

05:58 So you could do an assessment and readjust for the next game. Or the next time you tried that activity.

06:05 We had talked about how you're going to give the post. Are you going to have them revise their original? Or give them a clean copy?

06:11 For first grade, I think it's too hard to revise your first copy. I would definitely give them a clean copy and have them just start again from scratch.

06:21 I would not have them revise their original work.

06:24 And we're still going to focus on that third question.

06:27 And I'm still going to focus on the third question, and I feel comfortable, after doing this unit, it really did hit home with the composing and decomposing numbers.

06:38 That if students are having trouble with that third question, it might be more about the coin value than opposed to the composing the numbers.

06:49 So I could really spend more time focusing on coin value.

06:54 And that third question, you have it right here.

06:56 And I do, it says, "Are there other ways to make 25 cents?" Show the other ways that can make 25 cents.

07:02 And I will also change the wording, because when it says "Show the other ways," some students showed one other way,

07:09 And they could have gotten more points if they'd shown ALL the ways.

07:12 So I'm not sure that they just stopped because it said "Show other ways," so they did show another way,

07:16 Right

07:17 As opposed to ALL the other ways.

07:19 And that was a noticing...

07:20 And that was a noticing, yes.

07:22 Okay! Any questions about your students experiencing the different activities throughout this FAL, that you've noticed?

07:33 My students really enjoyed all of the activities. Many of them are similar to activities we do with our math program, but done in a cleaner and more concise way.

07:46 And really, to get to the meat to what we're trying to get them, to teach and have them learn.

07:51 So I really did like these activities, and the students were engaged with the activities.

07:57 And again, I really liked, because most of it is communication between the partners or the groups and not me talking at them.

08:07 And I still, yet, at the end, I can still have my paper and I can see what they came up with at the end. So I still have my written sample,

that makes me happy too.

08:17 My "old school" way happy too. So I still have my written sample as well

08:20 Best of both worlds.

08:21 Best of both worlds, yes.

08:24 Is there any other insight or suggestions, or ideas you want to share?

08:31 What I would suggest is, I really liked the activities, but the formatting was very difficult to follow.

08:37 A title would be at the bottom of one page, and the activity on the next page. And the pages weren't numbered,

08:44 And so the first thing that I did when I got this, is I took it apart, looking at, trying to separate what title goes with what activity.

08:52 And then putting it back together. That was a little bit of a challenge to figure out what went where, because the pages weren't numbered.

08:58 And it would be, also, many of the activities required manipulatives, that I had to make,

09:07 So I was able to use some of the things that I already had in class and just adapt them to the program,

09:12 But it would be nice in terms of other groups that might be piloting this, to actually have the manipulatives prepared for them.

09:19 Since they are a pilot, it would be nice for them to already have those manipulatives in hand, instead of having to spend the time to make them,

09:27 Or figure out how can I make them, or what do I have that can work for this.

09:33 Is there anything else you want to add?

09:34 Yes. I would like to say that this was, I really was very happy with the activities, but I think a big portion of why this was so successful goes to the coaching.

09:44 Because I was able to use the strategies I was given through my coach, and use these very easily, they adapted very well to this unit.

09:55 And, without the coaching, it wouldn't necessarily have been as successful as it was. So I think everybody should have a coach.