

Transcript: Coaching Cycle: Plan (first grade)

Text on screen: First Grade Coaching Cycle: Plan.

Logo: Count, play, explore—for early education.

On screen: Two adults, Jonathan (on the left) and Ismerai (on the right) sit at the corner of a table. In front of Jonathan is a clipboard with papers and a pen. Between Jonathan and Ismerai is a rectangular-shaped paper with black lines dividing it into four quadrants. In the top left quadrant is the outline of a rectangle. In the top right quadrant is the outline of an equilateral triangle. In the bottom left quadrant is the outline of a right triangle and the bottom right quadrant has a shaded right triangle. The paper faces Ismerai.

Jonathan Dueck: Good morning, Ismerai. How are you today?

Ismerai: I'm good. How about yourself?

Jonathan: I'm super. So I'm excited to talk about the next steps for math and what we're doing and looking forward to what's going to happen here. We've so far done some demonstrations and observations around number talks, counting collections, and shape talks, and now we're going to go more into geometry. So, tell me about how geometry has been so far for you.

Ismerai: So far, geometry has been really great for us as students have been learning about 2D shapes, 3D shapes, and then how we can cut those shapes into halves and quarters.

Jonathan : When I was thinking about geometry—what that looks like—and there's three different standards that we have in first grade. And I was going to focus on the first one and the third one. Let me look at that real quick.

On screen: Jonathan looks down at a paper on the table and picks up the pen.

Jonathan: The distinguishing between attributes. So we can talk about what makes that shape, what defines it, and then also, again, go into partitioning.

On screen: Jonathan places one hand on the rectangular-shaped paper with the quadrants and moves the other hand, palm down, over the paper, gesturing to all of the shapes.

Jonathan: The students will look at these four shapes and I'll just ask which one doesn't belong. And the idea is that they will pick a shape, and there's not so much there isn't a wrong answer, but they just needed to defend why they think that shape doesn't belong.

And then, because we talked a little bit about the idea of defining that and other attributes, I thought a sorting activity would be good.

On screen: Jonathan reaches to the left and picks up a stack of cards with shapes printed on them. Jonathan sets two cards out in front of Ismerai and sets the rest of the stack down.

Jonathan: So I did this. I have these shapes here that they can look through. And I was going to have them in pairs.

On screen: Jonathan touches the rectangular-shaped paper with both hands.

Jonathan: So this will be whole class -

Ismerai: Okay.

Jonathan: - where we'll sit on the ground together -

On screen: Jonathan points with both pointer fingers to the cards in front of Ismerai.

Jonathan: - and then this will be in pairs. I'll ask you. This is where you'll come in.

On screen: Jonathan holds both hands up in the air and tilts them towards the rectangular-shaped paper.

Jonathan: So, this I'll do on my own -

On screen: Jonathan's hands return to hover above the cards.

Jonathan: – and then we'll co-teach this part –

Ismerai: Okay.

On screen: Jonathan leaves the two cards on the table in front of Ismerai and picks up the stack of cards. Jonathan places the rest of the cards out on the table in front of Ismerai so all of the shapes are visible.

Jonathan: – where I'll give them the different cards, and I'll ask them to sort them based off whatever attribute they come up with. Anything I should be aware of coming into the classroom this time? I'm somewhat familiar with your students, but anything that's new or unique right now?

Ismerai: At the moment, no.

On screen: Ismerai holds one hand up, palm down, over the cards.

Ismerai: This will be really fresh in their brains because we just reviewed over this, so they'll be excited to get some hands-on activity.

Jonathan: Nice.

Text on screen: A special thanks to the children, families, and staff of the Kepler Neighborhood School, without whose help these videos would not have been possible."

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