**Teachers communicate well.**   
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom

*Discuss a lesson that you taught from this unit. Identify specific verbal and non-verbal strategies you used to communicate content and expectations.*

In lesson 2 I modeled on the SMART Board how I wanted the children to make, cut out and label grid paper rectangles. This used verbal and non-verbal communication to explain to children what they were to do in the first part of the exploration. Verbally I told children that I was going to make a rectangle using Cuisenaire rods, and trace it on the grid paper, and physically I showed them how I would do that. At the end of the investigation, I stated the commutative law verbally (We get the same product when we multiply numbers in either order), I showed it in words on the SMART board, and I showed an example with both numbers and rectangles.

*Discuss a place where you used a technology tool to help you teach a lesson. If you did not have appropriate technology capability to use during lessons you taught, discuss a technology tool that would be appropriate to use. Give specific examples of how the technology tool is helpful for communicating content understanding.*

By setting up Cuisenaire rods and grid paper on the SMART board, everyone was able to see what I was doing. This might work even better with a document camera because then my materials would be more clearly the same as the materials the children are using. Showing everyone exactly what I expected them to be doing helped the first part of the exploration go smoothly

*Discuss a lesson where children took part in active inquiry. Give specific examples of communication strategies you used to make that inquiry part of the lesson.*

I told them the inquiry question I wanted them to investigate (what patterns do you find when doing turn-around facts like and ) before I had them get out the materials and start working, and I asked them it again at the end when we were ready to have our whole group discussion. When I was walking around I listened to ideas and patterns children had noticed, and asked questions that would encourage groups to look at the rectangles in pairs if they had not already noticed the commutative law. By phrasing my suggestion this way, I tried to make it more likely that they would see the commutative law without telling it to them. I also encouraged several different children to reword and rephrase the result and to explain why they thought the pattern works. In setting up the lesson, I designed the first part of the investigation to create examples that would be good for showing the commutative law, and

*Discuss a lesson where children worked collaboratively. Give specific examples of communication strategies you used to make that collaboration useful and supportive.*

In this lesson children worked together in pairs to make and discuss example rectangles that show products, and the whole class worked together to explain and discuss the patterns. By asking them how they were going to share the work with their partners, I made sure that the children were thinking about how they could do the work in a fair way. In the end discussion, I encouraged children to listen to each other (“Who else found the same pattern as [Sam]?”), and I asked several children to explain the pattern in their own words, so that the discovery was shared among the whole class, and everyone had several chances to hear and understand it.