**Write this commentary focusing on your lesson planning process.**

**1. Central Focus**

a. Describe the central concepts and focus for the unit.

b. Explain how your instructional plans **build on each other** to support the central concepts and focus of the unit.

**2. Knowledge of Children to Inform Teaching**

a. Describe any students with special needs that should be accommodated in the lessons (IEPs etc).

b. Describe children’s prior learning and prerequisite skills related to mathematical development —Cite evidence of what the children know, what they can do, and what they are learning to do related to their mathematical development.

c. Describe the range of understanding and skills that you have observed about the children’s mathematical development. For each of the 2 focus children that you have observed, describe their individual development and learning needs.

**3. Supporting Children’s Development and Learning**

a. Justify how your understanding of the children’s development and prior learning guided your choice or adaptation of learning experiences and materials. Be explicit about the connections between the learning tasks and children’s prior learning, assets, and research/developmental theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for all of the children who participate in your learning segment, including individuals with specific learning needs.

Address the needs of children with IEPs or 504 plans, English language learners, and children at different points in the developmental continuum.

Provide at least one specific example of an activity or assignment that is differentiated to meet the needs of students at different levels within the class, and explain the differentiation strategy.

c. Describe common developmental approximations or misunderstandings that pertain to the learning experiences you are planning for the children and how you plan to address them.

4. **Monitoring Children’s Learning**

Describe how your planned formal and informal assessments will provide evidence of children's understanding of the concepts and skills in the learning objectives throughout the learning segment. Describe how your assessments provide multiple ways for children to demonstrate their understanding.

**5. Making Content Meaningful**. Identify examples from your lessons where students interact with the content in a multimodal and/or multi representational way. Explain how these experiences help students to build meaningful mental models for or connections with the central concepts of the unit.

**6. Inquiry.** Identify an activity in one of the lessons where students engage in active inquiry: investigating and sharing their ideas about the content. Explain in what way this activity is inquiry, and how the activity supports understanding for the central concepts and learning objectives.

**7. Supportive collaboration**. Identify examples from your lessons where students work together and/or share ideas to help build meaning and understanding for the content. Provide specific examples of strategies you will use to create positive supportive relationships between students in collaborative work.

**8. Technology** Discuss a place where you will use 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 the important ideas in the lesson.

**9. Citations** Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators). Label each citation with the number of the lesson that it was used in.