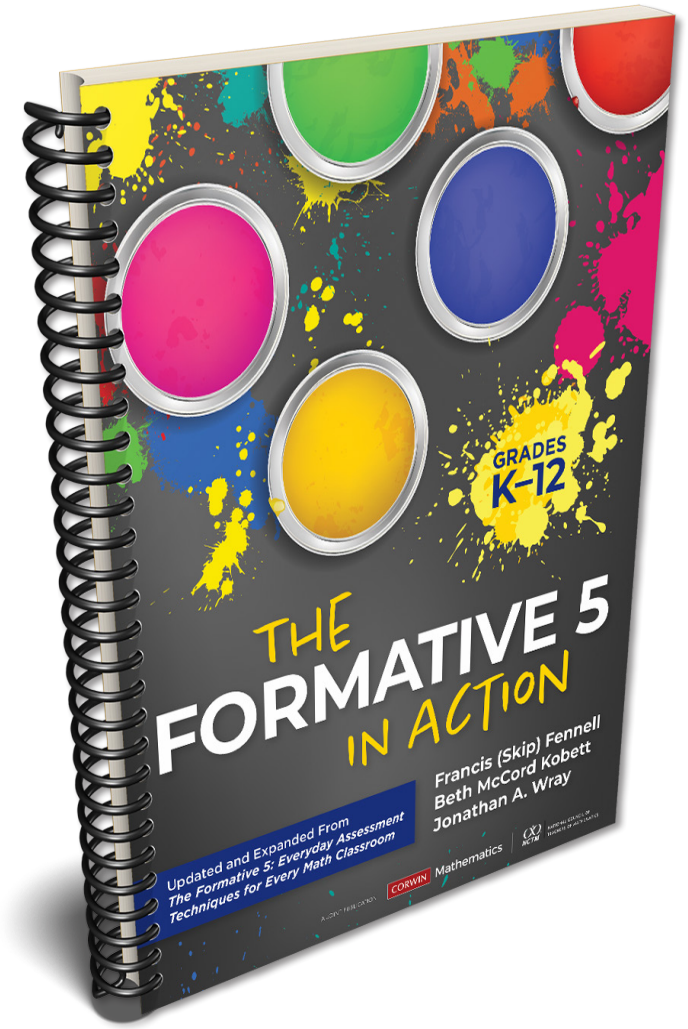

Thank you

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FIGURE 1.2 • Planning for Observations Template Example for Grade 1

<table>
<tr><td colspan="2">Lesson Objective: Students will compare a pair of two-digit numbers based on meanings of the tens and ones digits, recording their comparisons using the symbols >, =, and <, and create orally presented story problems involving the comparison of two-digit numbers. Consider the following as you plan such a lesson.</td></tr>
<tr><td>What will you expect to observe?
 
Source: iStock.com/Elvinagraph</td><td>• Students will work together in small groups as they compare two-digit whole numbers. (Note: Google Slides will be randomly presented. Students will respond on work mats.)
• Students, working in groups of three, will use handfuls of counters to compare the number of counters in each of two groups.
• Students will work individually to compare amounts of counters and also compare numbers.
Your Thinking: What else might you anticipate observing, particularly given your class and your students?</td></tr>
<tr><td>How will you know “it” if you see it?
 
Source: iStock.com/VectorCookies</td><td>You will see and hear students sharing comments about whether a number is greater than, equal to, or less than another number (e.g., 34 is greater than 21).
You will see and hear students use the <, =, and > symbols as they compare the two-digit numbers (e.g., 42 > 34).
You will hear students create their own story problems involving comparing numbers.
Your Thinking: What other “its” might you see and/or hear?</td></tr>
<tr><td>What particular strengths or challenges might you observe?
 
Source: iStock.com/Brownfalcon</td><td>Strength: Students successfully use counters and the <, =, and > symbols to compare two-digit numbers. Students create and verbalize story problems involving the comparison of two-digit whole numbers.
Challenge: Students have difficulty comparing two-digit numbers beyond a certain number (e.g., they’re challenged comparing numbers greater than 50 or comparing numbers closer to 100). Students are unsure when stating a comparison and using the symbols (e.g., is it 34 < 40 or 40 > 34?).
Challenge: Confusion or partial understanding—students seem unable to determine the meaning and use of the <, =, and > symbols.
Strength and Challenge: Students are more comfortable using counters as they compare numbers.
Your Thinking: What particular strengths or possible challenges have you seen/experienced that may occur?</td></tr>
<tr><td>How will you record and provide feedback of what you observe?
 
Source: iStock.com/Rifai Ozil</td><td>Consider the examples of the individual student, small-group, and class observation tools in Figures 1.6–1.9. You can access these tools for your own use at https://qrs.ly/wsetnnz.
Consider taking a picture of what you observe as a record of student performance.
Consider an observed response that may require immediate (typically) oral feedback.
Think about how you might provide feedback to your students using your responses to the Planning for Observations questions (Figure 1.1). Also, consider opportunities for student-to-teacher and student-to-student feedback.</td></tr>
</table>