

Background: Share: 1 min.
What is the task? What learning goal was being

assessed? What is the criteria for success?

What is the expected response (the target)?

Getting Started:

Review the Norms

1. Describing the	" I notice that"	
Work	-following instructions	
What do you see?	l .1	
Describe.	- counting dots	
This is completed by the	- recognizing digits	
non-presenting teacher	- connecting visual representation to numerical	represent
2. Asking Questions	"I wonder"	(CP/CsOII
about the Work		
Raise any questions about	-why some groups used 2 cubes to	
the work. What does this	complete the activity	ماء
work tell you? (Achievement	-how can the recording sheet be used to the their understanding of subitizing	1CK
Chart, tools/models)	their understanding of subitizing	
This is completed by the		
non-presenting teacher	" I think"	•
3. Speculating		
What patterns are evident in this work? (Big Ideas, Key	-most are counting 1:1	,
Concepts, Expectations,)	- few are subitizing "and" "to	nether"
This is completed by the	- use of number language (numbers,	jemo j
non-presenting teacher	- few are subitizing - use of number language (numbers, "and", "to - most have strong number recognition	
4. Hearing from the	Would like to add that	•
Presenting Teacher	- more practice	
What do you see in this	- focus on 1:1 counting with some students	
child's work? What	I a nomber recognition	
important info can you add? Think assets too!	- attempt 2 colours when ready	
5. Implications for	" Looking at these characteristics in the work, I think a	
Teaching and	strategy to try"	
3	strategy to try	
Learning	1	
Learning What did you learn about	- use of 2 colours (1 for each number	
What did you learn about how students think and	- use of 2 colours (1 for each number	
What did you learn about how students think and learn? What are the	- use of 2 colours (1 for each number	
What did you learn about how students think and learn? What are the implications for teaching?	- use of 2 colours (1 for each number	
What did you learn about how students think and learn? What are the implications for teaching? What changes might we	- use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube	·
What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional	- use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube	
What did you learn about how students think and learn? What are the implications for teaching? What changes might we	- use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube	
What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and	- use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube - work on this activity in small group & connect to use of dot plates in	
What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our	-use of 2 colours (1 for each number cube) -move patterns of subitizing away from number cube -work on this activity in small group & connect to use of dot plates in whole group	
What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our	- use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube - work on this activity in small group & connect to use of dot plates in whole group - as the only teacher in the room, use	
What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our	- use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube - work on this activity in small group & connect to use of dot plates in	



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Getting Started:

Review the Norms
Ensure everyone can see the work.

1. Describing the	" I notice that"	
Work	-children were focussed & engaged	
What do you see?	-children were location	
Describe.	- they were counting respected	
This is completed by the	- All answers were responsible	اغر
non-presenting teacher	the were adapting	`
''	-they were counting respected -All answers were respected -they were adapting as lesson -they were adapting wore precise	<i>(</i>)
2. Asking Questions	"I wonder"	
about the Work	-if using repeat of a number	·
Raise any questions about	- 17	
the work. What does this	in a difference in large group	
work tell you? (Achievement	would reinforce	
Chart, tools/models)	in a different pattern 1-5 would reinforce in large group - children connect picture to	
This is completed by the	a number	
non-presenting teacher		
3. Speculating	"I think " are recognizing	হ্ৰ
What patterns are evident in	-students largely are	,
this work? (Big Ideas, Key	that numbers are symbols	
Concepts, Expectations,)	for a group	
This is completed by the	for a group varied but all were	*
non-presenting teacher	willing to try	
4. Hearing from the	"I would like to add that." - in whole group, I should have	
Presenting Teacher	- IN Whole dients) T sugare inte	
What do you see in this	asked (said) draw what you see i	
child's work? What	som and out it in your manning.	.1. 5
important info can you add?	What do you see? How do you see i	, τ΄
Think assets too!		
5. Implications for	" Looking at these characteristics in the work, I think a	
Teaching and	strategy to try"	
Learning		
What did you learn about	- more practice are subitizing	
how students think and	The same of the sa	
learn? What are the	till countill	
implications for teaching?	(seen by "close questies")	
What changes might we	1 / A C A A C C C C C C C C C C C C C C C	1
make in instructional	-make children come closer	4°
practices, in learning and assessment tools or in our	- make children	
	se plate better	
thinking about students?	- >00 b. 936.8	
	-tru 2 colonia	
	-make entrained enter see plate better -try 2 colours on bigger plates	
	-continue to document	



Collaborative Analysis of Student Work Recording

Background: Share: 1 min.

What is the task? What learning goal was being assessed? What is the criteria for success?

What is the expected response (the target)?

Getting Started:

Review the Norms

what is the expected respon-	set the target):	!
1. Describing the Work What do you see? Describe. This is completed by the non-presenting teacher	"I notice that" - recount from 1 - lack of conservation of number (needs to reconstruct problem & count to begin)	
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) This is completed by the non-presenting teacher	"I wonder" can he conserve a smaller number like 5? if he could use a different tool like a 10 frame?	· ·
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) This is completed by the non-presenting teacher	"I think" - students tend to stick with their favourite, manipulative (pictures, snap cubes, links, etc.))
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	"I would like to add that" - unstable sense of 10 (has grown, but still wo - using a 10 frame helps to organize think	ork Lim
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	"Looking at these characteristics in the work, I think a - visual learnerstrategy to try" (works best with structure a organization - more practice with 10 frame a other structured tools - reinforce "5-ness" to build "10-ne - continue to use ped doc to understand student thinking a improve teacher questioning / prompts	52



Feb. 15/17

Collaborative Analysis of Student Work Recording

Getting Started: Background: Share: 1 min. What is the task? What learning goal was being Review the Norms assessed? What is the criteria for success? Ensure everyone can see the work. What is the expected response (the target)?

	what is the expected respons	se(the target)?
,	Composing/	Decomposing Numbers
	1. Describing the	Wecomposing Numbers "I notice that"
	Work	
	What do you see?	- counting
	Describe.	- composing / decomposing of
	This is completed by the	
1	non-presenting teacher	numbers 1
	•	- connecting visual representation w/ number
	2. Asking Questions	- connecting visual representation w/ number of "I wonder"
	about the Work	- if using manipulatives would of
	Raise any questions about	The state of the s
	the work. What does this	helped
	work tell you? (Achievement	- would a number help the students
	Chart, tools/models)	- would a number help The students
	This is completed by the	Visualize composing/ oce composing
	non-presenting teacher	Visualize composing/decomposing. "Ithink"
	3. Speculating	"I think"
	What patterns are evident in	their understanding of addition of counting
	this work? (Big Ideas, Key	+ of countries
	Concepts, Expectations,)	o. coarming
	This is completed by the	
	non-presenting teacher	
	4. Hearing from the	" I would like to add that"
	Presenting Teacher	2 most are counting 1:1
	What do you see in this	odifferientialed practice/
	child's work? What	Town eventual precent of
	important info can you add?	Instruction him
	Think assets tool	- o more use of manipulatives
	5. Implications for	" Looking at these characteristics in the work, I think a
	Teaching and	strategy to try"
	Learning	oI learned the students need:
	What did you learn about	of learned in smooth
	how students think and	- VISUALS
	learn? What are the	- time ! (to practice)
	implications for teaching?	1111 Compression of the second
	What changes might we	- a variety of strategies to answer a guestion
	make in instructional	to answer a question)
٠	practices, in learning and	to wrone a grand
	assessment tools or in our	
	thinking about students?	
	•	



Rm 207

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What is the task? What learning goal was being assessed? What is the criteria for success?

What is the expected response (the target)?

Getting Started:

Review the Norms

	1. Describing the	"I notice that"
	Work	-differentiating between composing a decomposing / differentiating whole
	What do you see?	a decomposing / differentiating whole
	Describe.	a look a contraction of the cont
	This is completed by the	-variety of activation of prior knowledge
	non-presenting teacher	-variety of activation of pro-
	2. Asking Questions	"I wonder"
	about the Work	- avariety of manipulatives for students to choose from - what
	Raise any questions about	- a variety of triangle
	the work. What does this	students to choose Iron - wrong
	work tell you? (Achievement	strategies work best for different
	Chart, tools/models)	students
	This is completed by the	J Michel M.S.
	non-presenting teacher	* 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	3. Speculating	> whole/part-part composing vs.
N	What patterns are evident in	> whole/part-poert decomposing
	this work? (Big Ideas, Key	- adding vs. subtracting - checking / proofing solutions
	Concepts, Expectations,)	checking /proofing solutions
-	This is completed by the	Checker 19 / Pro-
	non-presenting teacher	, , , , , , , , , , , , , , , , , , ,
	4. Hearing from the	" I would like to add that"
	Presenting Teacher	-good use of a variety of manipula-
	What do you see in this	tives + activities.
	child's work? What	
	important info can you add?	
	Think assets tool	
	5. Implications for	" Looking at these characteristics in the work, I think a
	Teaching and	strategy to try"
	9	- variety of strategies including use of visuals, variety of manipula-
	What did you learn about	us of visuals variety of manipula-
	how students think and	use of visuals, variety of maringois
	learn? What are the	tives, reinforcing schema, don't pass
	implications for teaching?	over incorrect responses (use them
	What changes might we	over months to be a forment for all
	make in instructional practices, in learning and	over incorrect responses (use them as a teachable moment for au)
- 1		
	assessment tools or in our thinking about students?	



Collaborative Analysis of Student Work Recording

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Getting Started:

Review the Norms

1. Describing the	- identifies/memorize 5 and 0	
Work	racing to premovize 5 and 0	
What do you see? Describe.	- not showing concept of 1 less or	
This is completed by the	I more, simply more than 5 or less	
non-presenting teacher	The of one of the order	
non prosonting todono.	than 5	
2. Asking Questions	"I wonder"	
about the Work	"I wonder" - does the student understand 5?	
Raise any questions about	-did he memorize 5?	
the work. What does this		
work tell you? (Achievement	- numbers-concept of 10 is comfortable	
Chart, tools/models)	- numbers-concept of 10 is comfortable 4 prompting to be minimized.	
This is completed by the		Í
non-presenting teacher	, , , , , , , , , , , , , , , , , , ,	
3. Speculating	-use of language (e.g., flew awa should be "take away", we will	
What patterns are evident in	- use of language (e.g., 11ew and	7
this work? (Big Ideas, Key	should be "take away" we will	
Concepts, Expectations,)	h = 10 4 0 5 5 1	
This is completed by the	Long Long course condence	
non-presenting teacher	"I would like to add that "	
4. Hearing from the	- one to one correspondence "I would like to add that" - developing vocabulary to paralle equations (e.g., t, and, together, j.	2
Presenting Teacher	equations/20 tourd by	
What do you see in this	legy Time, together,	$U\Pi$
child's work? What important info can you add?		
Think assets too!		
5. Implications for	"Looking at these characteristics in the work, I think a	
Teaching and	strategy to try"	
Learning	Strategy to try	
What did you learn about	I-next Steps: away from pictures	
how students think and	kand alles haves had and alardy	
learn? What are the	-next Steps: away from pictures, -read questions independently, -record number sentence	
implications for teaching?	- record number sentence	
What changes might we	moving to 2 step question	
make in instructional	(:C 2 C)	
practices, in learning and	(It o try away, now mary and	
assessment tools or in our	- moving to 2 step question (if 3 fly away, how many are left? how many wings?)	
thinking about students?	La Contratorio	
	move exporent or accepted	
	1 / : : 1 = 4 - 1 - 1 - 1 - 1	
	move efficient strategies (tallies vs. drawings	



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Review the Norms

1 Describing the	" I notice that"	1
1. Describing the Work	- math talk	
-		
What do you see? Describe.	-decomposing numbers	
This is completed by the	-explicit teaching	
non-presenting teacher	- engagement.	
,	- effective use of manipulatives	
2. Asking Questions	- effective use of manipulatives "I wonder"	
about the Work	- why not use a more efficient	
Raise any questions about	Strategy	
the work. What does this	The raise we seeing students	
work tell you? (Achievement,	splitting odd numbers	
Chart, tools/models)	Isplitting pad numbers	0
This is completed by the $^{\sim}$	P unable to explain why he used the	5
non-presenting teacher	STYCHTCHY - CLOSSI'T UNCLEYSTOND.	1
3. Speculating	"I think"	
What patterns are evident in	-counting on -number patter	LJ2
this work? (Big Ideas, Key	-base 10°	
Concepts, Expectations,)	- use of number line	
This is completed by the		
		1
non-presenting teacher	" I would like to add that "	
4. Hearing from the	"I would like to add that"	
4. Hearing from the Presenting Teacher		9
4. Hearing from the Presenting Teacher What do you see in this	focus en process, not just gettin	9
4. Hearing from the Presenting Teacher What do you see in this child's work? What	focus en process, not just gettin	9
4. Hearing from the Presenting Teacher What do you see in this	-focus on process, not just getting the answer - being able to articulate their thinking -take responsibility for	9 or
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	-focus on process, not just getting the answer - being able to articulate their thinking -take responsibility for	9
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for	focus on process, not just getting the answer - being able to articulate their frinking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try"	9 or
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and	focus on process, not just getting the answer - being able to articulate their frinking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try"	9 or
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Teinforce, or give exolicit	- DY
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" The reinforce, or give explicit instruction on how + why to us	- DY
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies.	- DY
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching?	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies.	- DY
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies. - behavioural students: before	e
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies. - behavioural students: before	e
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and	focus on process, not just getting the answer being able to articulate their finding - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies. - behavioural students: before commencing the activity let the chidants know they will be	e
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our	focus on process, not just getting the answer being able to articulate their finding - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies. - behavioural students: before commencing the activity let the chidants know they will be	e
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4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too! 5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our	focus on process, not just getting the answer - being able to articulate their finking - take responsibility for "Looking at these characteristics in the work, I think a strategy to try" Treinforce, or give explicit instruction on how + why to us more efficient strategies. - behavioural students: before	e



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Review the Norms

1. Describing the	" I notice that"	
Work	- skip counting by 2's	
What do you see?	- decomposing numbers - language i'va few more than ")	
Describe.	- love and i've foul more than")	
This is completed by the non-presenting teacher	I anguage a reasons	
non-presenting teacties	- math Yanguage	
2. Asking Questions	"I wonder"	
about the Work	why some students "needed" to	
Raise any questions about	make equal siles?	
the work. What does this	mate equal piles?	
work tell you? (Achievement	inumber was odd?	
Chart, tools/models) This is completed by the	number was odd!	
non-presenting teacher	if the number of piles wasn't 2.	
3. Speculating	! "Ithink "	
What patterns are evident in	- strong understanding of skip counting by	
this work? (Big Ideas, Key	1 49	
Concepts, Expectations,)	- "need" for equality (2 groups of equal n	umber
This is completed by the non-presenting teacher	counters)	
4. Hearing from the	- modelling "I would like to add that " helps to give	startin
Presenting Teacher	- Strong language stills over + always	adesh "
What do you see in this	indicable of strong math representation	
child's work? What	- ELL student able to accurately represen	then
important info can you add?	thinking without using words/sentonces	, 110
Think assets too!		\$ - 1
5. Implications for	"Looking at these characteristics in the work, I think a	
Teaching and Learning	strategy to try"	£
What did you learn about	- continue to work on number familie	r
how students think and	to develop number sense (more away	:
learn? What are the implications for teaching?	from doubling)	
What changes might we	- develop number like as a tool to repr	trave
make in instructional practices, in learning and	math thinking	
assessment tools or in our	\downarrow	
thinking about students?	- use odd number au total	
	- use odd number of groups (not fact) - behaviour impacts student learning - **engagement = fewer behaviour	families
	- behaviour impacts student learning	
	- * engagement = tever behaviour	:
	challance.	: