

Transcript – Grade K-2 Instructions

Hello, I'm Stefani Kulhanek, Education Specialist for Region 4 and I will be walking you through grade level exercises for grades kindergarten through second grade.

Next, we will find evidence of the mathematical process standards, the ELPS, multiple entry points, and cross-disciplinary instruction used to amplify an instructional task. Download your grade-band specific Amplifying Instructional Task document. You'll also need your Examining Amplified Instruction Task 1 journal page.

Let's start by examining the second grade task. You will be using this task to fill out the matrix in your Examining Amplified Task journal page. In the Communication/ELPS area of the matrix, we are looking for evidence of how the ELPS and communication are used together.

One of our ELPS states that we are to provide students with support with their writing as they explain their understanding of grade appropriate content. The process standards also expect students to explain and justify mathematical ideas using precise mathematical language in written and oral communication. Some supports include a phrase bank and sentence stems.

In the Communication/Multiple Entry Points cell we see the task has been designed to allow the student to approach the problem at various levels of entry. Task B shows two pieces of needed information on the graph and a phrase bank is used to help students generate statements and questions. Task C provides one piece of needed information on the graph and allows students to complete the sentence stems in order to generate statements and questions. Task D provides students with the opportunity to create their own problem and to communicate with a partner to help answer the generated questions.

You may not find evidence for all 12, but the tool can be used to evaluate whether a task incorporates as many scaffolds as possible. Continue this process to complete as many areas of the matrix as possible. Be sure to mark your perceived level of cognitive demand on the continuum found below your completed matrix.

Transcript – Grade 3-5 Instructions

Hi, I'm Crystal Munsinger. I'm an Education Specialist at Region 4 and today I will be walking you through the exercises for grades three through five.

Next, we will find evidence of the mathematical process standards, the ELPS, multiple entry points, and cross-disciplinary instruction used to amplify an instructional task. Download your grade-band specific Amplifying Instructional Task document. You'll also need your Examining Amplified Instruction Task 1 journal page.

Let's start by examining the fifth grade task. In the Communication/ELPS area of the matrix, we are looking for evidence of how the ELPS and communication are used together.

One of our ELPS states that we are to provide students with support with their writing as they explain their understanding of grade appropriate content. The process standards also expect students to explain and justify mathematical ideas using precise mathematical language in written and oral communication. So notice that each task has a writing element that involves explaining your answer.

Also notice that in the Communication/Multiple Entry Points part of the matrix the writing task has been designed to allow students to approach the writing from various levels of entry. Tasks A, B, and D simply ask students to explain their answer in an open-ended format. However, Task C gives students a sentence starter to begin their writing.

You may not find evidence for all 12, but the tool can be used to evaluate whether a task incorporates as many scaffolds as possible. Please remember to mark your perceived level of cognitive demand on the continuum found below your completed matrix.

Transcript – Grade 6-8 Instructions

Hello, I'm Sherry Olivares, Education Specialist from Region 4. I will be working with you through the grade-band specific materials for grades six through eight.

Next, we will find evidence of the mathematical process standards, the ELPS, multiple entry points, and cross-disciplinary instruction used to amplify an instructional task. Download your grade-band specific Amplifying Instructional Task document. You'll also need to find your Examining Amplified Instruction Task 1 journal page.

Let's start by examining the seventh grade task. In the Communication/ELPS area of the matrix, we are looking for evidence of how the ELPS and communication are used together.

One of our ELPS states that we are to provide students with support with their writing as they explain their understanding of grade appropriate content. The process standards also expect students to explain and justify mathematical ideas using precise mathematical language in written and oral communication. So notice that each task has a writing element (a letter to the board of the children's park or a detailed estimate of cost).

You may also notice that the letter has been designed to allow students to approach writing the letter at various levels of entry. Task A is an open letter which completely relies on the students' understanding of letter writing and communication of their thoughts and processes. Task B still relies on students' understanding of letter writing; however, the process that they are communicating has been scaffolded. Task C provides the students with a framework for writing the letter and a sentence starter to get them thinking about the process they are to explain.

You may not find evidence for all 12 areas of the matrix, but the tool can be used to evaluate whether a task incorporates as many scaffolds as possible. Continue this process to complete as many possible areas of the matrix as you can. Be sure to mark your perceived level of cognitive demand on the continuum found below your completed matrix in your journal.