

K-2 Scenario Cards

Scenario 1:

After the teacher presents a problem to students, they quickly return to their seats and eagerly begin solving the problem using a variety of strategies - manipulatives, drawing pictures, numbers or tally marks. After students are given time to solve the problem, the class is called to the carpet. Several students are selected to share their strategies and explain their thinking about the problem.

Scenario 2:

After students finish their worksheet, the teacher goes over each problem and asks all students who got the problems correct to raise their hands. The teacher gives each student with correct answers a sticker.

Scenario 3:

The teacher passes back “graded” papers and assigns students to groups based on their performance. The teacher gives students who got answers correct an enrichment assignment, students who made some mistakes an assignment that reiterates the material, and personally goes over the papers with students who performed poorly. Teacher explains how to do each problem.

Scenario 4:

Students are given a multi-step problem to solve. The teacher first reads the problem to the students and asks them to think about the problem. Then the students are asked to talk with their partners about how they think the problem could be solved. Students then solve the problem with their partner, but each child writes his own answer on his paper.

Scenario 5:

The teacher provides a task for students to review. The teacher provides a sample of a good solution and explanation. Students are then asked to determine criteria to judge why it is a good solution. The teacher then provides the students not so good solutions to the task and asks students to suggest ways to improve the answers.

Scenario 6:

A teacher has just finished a math lesson and the students are working in either pairs or alone, their choice. The teacher notices that Maria is not getting her work done. She works for a moment, and then daydreams. The teacher reminds her to work on her problem but lets Maria work alone, since Maria is often disruptive in groups.

Scenario 7:

Jon turns in an assignment where most of the answers are incorrect. Because the mistakes seem to be careless answers, the teacher turns it back to him with “Please See Me” on it. The teacher talks to Jon about the problems he missed. The next week he turns in another paper with similar mistakes. The teacher sends a note home to Jon’s parents asking that they talk with him about being more careful.

Scenario 8:

It’s the beginning of a new unit; the teacher provides a list of “I Can” statements to students outlining the objectives that will be taught in the next unit. Students are asked periodically throughout the unit to look back at the “I Can” statements.

Scenario 9:

In trying to get students to think about how and what they are learning, the teacher models her thought process while teaching a particular concept. The teacher verbalizes what she is thinking as she proceeds through each step of solving the problem. Students are then given a similar problem and are asked to tell their partners how they solved the problem.

Scenario 10:

At recess a child creates a pattern - skip, skip, skip, hop— and tells the teacher to look at the pattern she has created. When the class comes back inside, the teacher has the child show the pattern to the class and points out that patterns can be found everywhere. Teacher asks if anyone else can suggest a pattern that might be found (or created) on the playground.

Scenario 11:

Students complete assignments in their centers. There are several different levels of tasks in the centers. The teacher looks at each student's work and puts it in students' folders to go home. There are new activities in the centers later in the week.

Scenario 12:

Students complete a graph using the data provided by the teacher. They work both individually and in groups to fill out their worksheets. The teacher asks questions about the graphs (most, least, more than type questions) when the students finish and they put each child's paper on the bulletin board.

Scenario 13:

The teacher provides a task for students to review with criteria to judge why the solution has a clear explanation (like a rubric but showing only the criteria for a good response). The teacher then provides the students with a similar task and has students solve the problem individually. Then students work with a partner and the rubric to suggest ways that each explanation could be improved.

Scenario 14:

Each day the teacher goes through the calendar routine with students. Sometimes the teacher does the actions, while discussing the tasks with the students and other times there will be student leaders. The routine includes making a picture pattern on the calendar, putting a straw into the can (and rubber banding 10 straws as soon as possible), showing the date with that amount of money, and graphing the weather. The activities take about half of the math time.