

## ETP Field Project Planning Sheet

To prepare for the ETP Field Project:

1. Work individually to answer the questions below (with input from classmates as needed). You will turn this planning sheet in as a part of your ETP assignment.
2. Don't forget to practice using your video camera!

<b>Name of the student you plan to interview</b>	Arelin Robles
<b>When are some good times in the day and what is a good space for you to use for the interview?</b>	
One of the best times to conduct an interview in my classroom is after lunch during small group readings. Students work independently on their chromeworks during this time. The best place to conduct the interview would be in the back of the class.	
<b>The mathematical content you would like to discuss (e.g. comparing fractions)</b>	
The mathematical content I would discuss is counting in relation to addition.	
<b>What do you know about this student's background and/or personality that may inform your interview (e.g. is the student an English Language Learner? Are they generally the first student to raise their hand to contribute in class, or do they tend to participate rarely?)</b>	
I know that Arelin like sto participate in class and that math is one of her favorite subjects. The students is an English learner but she has a lot of confidence in her language use.	
<b>What have the students in the class already learned about/done with the mathematical content (ask your mentor teacher before you conduct the interview if you do not know)?</b>	
Students spend about 15 minutes a day on a program called Zearn that is accessed on their chromebooks. Students all work at their own pace, but I have observed that Arelin is ahead a few weeks through the course which means she has been exposed to counting and addition.	
<b>What have you already observed that this student seems to understand about the mathematical content?</b>	
When it is time for math, Arelin is the first to raise her hand with answers to the math worksheet we work on as a class. I have observed her using her fingers to count and often doing mental math as well.	
<b>What do you believe this student may not yet understand about the mathematical content?</b>	
Arelin gets ahead of herself sometimes and when asked, "If there are 24 students in our class and ___ are absent, how many students are here today?" in the mornings during attendance, she often jumps to mental math and gets the answer wrong by one or two numbers.	
<b>What questions will you lead with to elicit student thinking?</b>	

The questions I will lead with to elicit Arelins thinking will be:

- How do you know?
- Can you show me with a drawing?