

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!

Name of the student you plan to interview	Arelin Robles
When are some good times in the day and what is a good space for you to use for the interview?	
I would most likely conduct this interview after recess while the rest of the class is working in small reading groups. A great space would be at the table in the back of the room to avoid interruptions from other students.	
The mathematical content you would like to discuss (e.g. comparing fractions)	
The mathematical content we will discuss is addition in word problems using curriculum.	
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 students to raise their hand to contribute in class, or do they tend to participate rarely?)	
The student I am interviewing is an ELL, she is one of the students in the class who generally raises her hand first to contribute in class. Her home language is Spanish, and she enjoys math more than any other subject. Based on the Pre video recording I found that she tends to get camera shy and tries to guess a lot of answers.	
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)?	
The students in the class have not explored word problems, but since the student is on a high reading level, I thought her comprehension would be good. Students have worked with number bonds for the past month and have learned how to fill in blanks.	
What have you already observed that this student seems to understand about the mathematical content?	
I have observed that the student enjoys the drawing portion and when I asked her if she would like to try a word problem from the curriculum book she said she had done something similar in kindergarten. The student can write number sentences as well, which is somewhat similar to number bonds.	
What do you believe this student may not yet understand about the mathematical content?	

I do not think the student understands that instead of guessing what the total is, she can reference her own drawings that she made in the previous step of the word problem.

What questions will you lead with to elicit student thinking?

I will lead with the questions:

- How do you know?
- What does the problem say?
- How can you double check?
- What does your work mean?