**After the kindergarten teachers conducted their pre-assessment interviews they reviewed their findings and identified following data points:**

***Post Student Interview***

What do students know and not yet know based on data gathered?

|  |  |
| --- | --- |
| Know | Not yet know |
| * See or count 5 * Know one more with counting (6/9 students) * Know one less without counting (4/9 students) * Read, count and organize a set up to 11 * Count on from 35, 36, 37, 38, 39 (difficulty over the ten) | * Know one more without counting (3/9) * Know one less without counting (5/9) * Separate counted objects from uncounted objects * Develop a system for keeping track of a count * Comfortable with estimating and adjusting their estimates * Counting on over the 10’s (7/9 students)   + Example 39, 40   + 49, 50   + 59, 60 |

**After reading the chapter from Kathy Richardson’s book, teachers discussed the following big ideas:**

**Discussion of research and pick a teaching topic for our Research Lesson**

*Discuss what jumped out at you.*

* A number is a quantity
* Complexity of counting and developing number sense
* Dot talks, counting books help build connections
* Symbols must be attached to quantities for understanding
* Using reasoning with numbers is an important area to build on
  + Example: Adjusting estimates when their estimate is off

*What do we want to remember when planning?*

* Understand numerals 10-20 and their quantity as 10’s and 1’s.
  + Build foundation of place value