**Responsibility 1: Collaborate with individual teachers through co-planning, co-teaching, and coaching.**

Artifact 1: This folder contains the coaching vignette with Ms. Marissa McCarty, a fourth-grade teacher at Burnette Elementary. I was involved in the coaching cycle with Ms. McCarty as she was processing through AKS 13.NF.2: compare two fractions with different numerators and different denominators. Ms. McCarty had completed her lesson with unlike numerators and had begun work on fractions with unlike denominators. However, she was having difficulty conveying the concept to students. The vignette (Resp 1\_Artifact 1a) provides an overview of the coaching cycle with Ms. McCarty. This includes lesson planning, observation, and debriefing. Additional time was scheduled with our math coach to continue; however, I was not a part of this due to other grade level obligations. It was suggested that Ms. McCarty make use of pattern blocks over fraction tiles to engage her students. Her activating strategy was to include tangram cards to allow her students to become familiar with the pattern blocks (Resp 1\_Artifact 1b). After introducing the lesson, I provided Ms. McCarty Comparing Fractions Math Mats for students to use in elbow partners or small groups (Resp 1\_Artifact 1c). On these mats, students were able to build the given fractions with pattern blocks and use strategies to solve. This artifact also contains part of the coaching notebook kept with lesson plan notes. (Resp 1\_Artifact 1d).

Artifact 2: This file contains the collaboration between Ms. Shanaz Lakhani and myself to create an activity to promote learning in her interrelated resource classroom. Ms. Lakhani’s students are Early Intervention Program (EIP) students in math, identified using Georgia Milestones scores from the previous year or this year’s MAP scores in math. The activity addresses additive volume of rectangular prisms. Ms. Lakhani’s students were having trouble with additive volume and missing “hidden cubes” when calculating volume. In order to give students a more concrete way of working with additive volume, Ms. Lakhani worked together to create an activity adapted from Mary at the Teaching with a Mountain View blog. Students are very familiar with base ten blocks as they have used them for multiple years in math class. In this activity, students use a given number of base ten blocks to construct rectangular prisms. Students can find the volume of each prism using the counting method and then relate to the volume formulas. To extend learning, students will stack prisms to find additive volume. By using base ten blocks, students are able to use familiar numbers to find initial volume. Additionally, students physically stacking prisms helps to solidify the concept that composite volume is adding two known volumes together. Included in this folder are the instructional/recording sheets for students (Resp 1\_Artifact 2a) and photos of students completing the activity (Resp 1\_Artifact 2b).

**Sources**Hege, B. (2022, May). Comparing Fractions. Retrieved from Mix and Math 360:

https://learn.mixandmath.com/products/mix-and-math

360/categories/2147801440/posts/2148603689

Teaching with a Mountain View. (2020, March 19). Teaching Volume with Hands-On Activities.

Retrieved from Teaching with a Mountain View:

https://teachingwithamountainview.com/#