**Instruction Commentary**

In Task 2: Instructing and Engaging Children in Learning, you will write a commentary, responding to the prompts below. Your commentary should be no more than 6 single spaced pages, including the prompts. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments).

1. **Which learning experience(s) are shown in the video clips?** Identify the learning experience(s) by plan/day number.

**2. Engaging Children in Learning**

Refer to examples from the video clips in your responses to the prompts.

a. Explain how your instruction engaged children in the active, multimodal nature of young children’s learning

b. Describe how your instruction linked children’s development and prior learning with new learning.

**3. Deepening Children’s Learning during Instruction**

Refer to examples from the video clips in your explanations.

a. Explain how you elicited and built on children’s responses to promote understanding.

b. Explain how you used both verbal and non-verbal communication strategies to engage children in the lesson and to promote understanding.

**4. Analyzing Teaching**

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the class and/or for children who need greater support or challenge—to better support developmentally appropriate practices that promote understanding and take into consideration the active and multimodal nature of young children’s learning (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/supports (such as children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, and/or gifted children).

b. Why do you think these changes would improve children’s learning? Support your explanation with evidence of children’s learning AND principles from developmental theory and/or research.