

Video Supplement

Norms for Watching Video (if not using your own)

- Speak from the “I” perspective. For example: “If I could rewind the tape and ask students a question, I would ask...”
- Be inquisitive, not judgmental. For example: “I wonder what might happen if,” instead of “the teachers should have...”
- Justify your ideas and conjectures based on the video clip, and not other parts of the lesson that you didn’t see. For example: “I think that the student understands...because in the video they...”
- Focus on how what you learned from the video might help you implement this (or similar lessons) with your own students.

School Context

- School Type: Urban Public School
- School Demographic Information (approximate):
 - Students of color: 60%
 - Free and reduced lunch: 20%
 - English language learners: <5%
 - Students with special needs: 20%

Lesson Context

- Subject: 5th grade General Mathematics
- Unit: Fractions
- Number of students in class: 27
- Lesson duration: 100 minutes
- Prior preparation: Students have been introduced to fractions as well as some of the contextual clues for multiplication and division (“groups”, “split”, etc.)

Video Context

In the video, one student is making a match and explaining their thinking, matching a card with 6 circles all split into thirds. The other two students are prompting them to clarify her thinking, and to guide her in making a match.

Discussion Questions

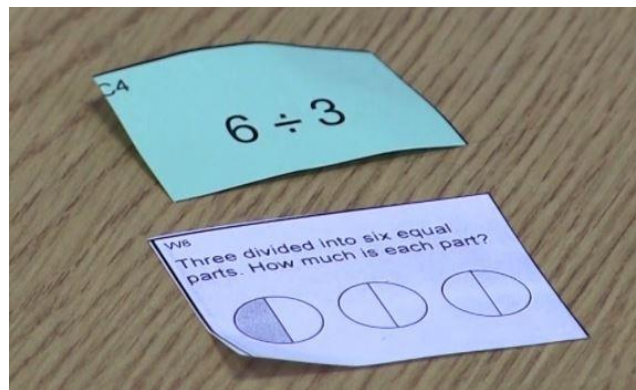
Agency, Ownership, and Identity: *Do I get to explain, to present my ideas? Are they built on? Am I recognized as being capable and able to contribute in meaningful ways?*

1. **How are students’ ideas presented and built upon? How are students recognized as being capable and able to contribute in meaningful ways?**
2. **As a teacher, what questions might we ask or moves might we make that better build students’ thinking and recognize them as being capable and able contributors towards important mathematical ideas?**

Video Transcript

Legend		
T	Teacher	Per and within dialogue
S1 – S3	Students 1 - 3	Per and within dialogue
C	Class	Per and within dialogue
[]	Actions/Non-verbal	Dialogue
{{x}}	Sounds like	Dialogue
{ }	Inaudible	Dialogue

- 1 S1: 0:01 You know what.. So there's 3 and if you divide them in half, it would equal six. If you divide them in half by two.
- 2 S3: Can you say more about that? Like, can you explain more about that?
- 3 S2: Cause I think that three divided by
- 4 S3: Can you explain more about your idea
- 5 S2: So can you just show us your cards
- 6 S1: 0:27 Ok. So, if it's 6 divided by 3 that would equal 2. There's three pizzas, and if you divided them by 2 it would equal 6, which is the number you want to get, if you're dividing them into groups.



- 7 S2: So then why do you think that's the same problem
- 8 S1: What do you mean?

- 9 S2: Like, this has 6 divided by 3. This has three divided by... two. Or three divided by one half.
- 10 S1: 0:55 Well, I feel like it's six divided by three because it gets to the number six if you put it in half.
- 11 S2: Yeah but this has three wholes, and this has six wholes.
- 12 S1: Then yeah, but that wouldn't make sense, cause if this [expression], if you had put that in six, put it in half, it wouldn't equal three, it would equal twelve
- 13 S2: Yeah...
- 14 S1: Yeah
- 15 S2: But that doesn't, it doesn't match, because if this equals twelve and this equals...
- 16 S1: This doesn't equal twelve. If you put six and divided by a half that would equal twelve.
- 17 S2: 1:32 Okay. So what do you think the answer to this is [pointing to diagram]
- 18 S1: 6 divided by 3... not 6 divided by 3
- 19 S2: What do you think the answer is?
- 20 S1: Six
- 21 S2: So you think the answer to this is six?
- 22 S1: Correct
- 23 S2: And this [points to expression]. What's the answer to six divided by three
- 24 S1: Two.
- 25 S2: [nods] So then, how do they match?
- 26 S1: 2:00 Uhhh, well I'm taking a different paper! Three divided by six.
- 27 S3: Okay.
- 28 S2: Yeah. Yeah, I agree. It's three divided into six equal parts. And this is three divided into 1, 2, 3, 4, 5, 6
- 29 S3: 2:34 Oh yeah, I agree.
- 30 S1: Your turn