**Classroom Connection Activities**

Please engage in the following activities and bring resulting responses or materials with you to our next session. Feel free to engage with colleagues in these activities, however it will be helpful for each participant to bring or upload responses and materials for the next session.

1. Plan for and learn from the use of public recording space through the following steps:
   1. Develop a plan for public recording space that is linked to steps in a lesson plan.
   2. Enact the plan by encouraging students to represent and connect representations and using what is publicly recorded to summarize the lesson.
   3. Try keeping track of your decisions and moves when the recordings are made:
      * Whom you call on to do what, and why
      * When you use the board or have students place work on the board
      * How you use the representations
   4. After the discussion take enough photos of the public recording space so you can get a sense of the whole space and also read what is written.
   5. Reflect on how well the recordings on the board align with your plan and the purpose of the lesson, as well as the clarity and organization of the board. Also comment on what sorts of records of your teaching (your plan, the photos, etc.) helped you study your own practice in helpful detail, engagement of students, organization, and clarity.
   6. Upload the plan, images, and reflection for use in the next session.

NOTE: An example of a lesson plan, picture of the public recording space, and reflection can be found in the Session 6 Planner.

1. Read the chapter on using the blackboard effectively by Makoto Yoshida (2005) from the book *Building our Understanding of Lesson Study*. *The information about this reading can be found in the Professional Readings list, that can be accessed by facilitators in the Session 6 Planner.* It describes the use of public recording space by Japanese teachers. Notice the ways in which he connects planning for and the use of the board, as well as the multiple uses that Japanese teachers have for representations in public recording space.

a) A major point in the Yoshida article is that during a lesson one should not erase/remove something has been recorded in a public space.

* What are the affordances of this “no-erase/remove” policy?
* What drawbacks are there to not erasing/removing written material?
* What are the implications of this policy for the use of overhead projectors, document projectors or “smart” boards”?

b) In Table 10.1 of the Yoshida article is a list of the ways Japanese teachers use blackboards. On which of these practices do you think you will focus in your plans for your recordings in public recording space and why?