**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 another round of 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:
      1. Whom you call on to do what, and why
      2. When you use the board or have students place work on the board
      3. How you use which sorts of 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 your planning and use of public recording space in light of the goal you set at the end of the last session and the reflection questions. See a sample reflection based on the example (of planning, recording, and reflection) that was available last session. This reflection can be found in the Session 7 Planner.
   6. Upload your plan, images of public space and your reflection to share with others in the next session.

**Optional:**

1. Read the chapter “The Nature of Classroom Tasks” from the book, *Making Sense,* by Hiebert et al. (1997). The chapter focuses on the role of tasks in mathematics teaching. *The information about this reading can be found in the Professional Readings list, that can be accessed by facilitators in the Session 7 Planner.*
   1. In the chapter, the authors identify criteria for selecting tasks that have the potential to allow students to build important mathematical understandings. These criteria include tasks should encourage reflection and communication, tasks should allow students to use tools, and tasks should leave behind important residue. In our session, you examined the following task:

*Which is longer 3/8 of an inch or 7/16 of an inch?*

Describe how this task does or does not meet each of the criteria.

* 1. Examine the fractions tasks in your curriculum materials. Identify one task that meets the criteria described in the chapter. Explain how the task meets each of the criteria.

1. Read the excerpt on tasks from the NCTM Professional Teaching Standards. *The information about this reading can be found in the Professional Readings list, that can be accessed by facilitators in the Session 7 Planner.* As you read this reading, consider how it confirms or adds to Hiebert et al.’s criteria for picking tasks that allow students to build important mathematical understanding.