**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. Keep track of your decisions and moves when the recordings are made:
      1. Whom you call on to do what, and why
      2. When you record or have students record
      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 using the checklist. See a sample reflection that uses the checklist in relation to plans and images from an upper elementary lesson.
   6. Upload your plan, images of public space and your reflection to share with others in the next session.
2. Continue your use of tasks as a way of working on attending to students, mathematics, and teaching practices using the following problem:

**A fourth-grade student said that 4 people sharing 3 brownies equally, get the same as 6 people sharing 5 brownies equally, because there is just one more person than brownies in both cases. Do you agree?**

Respond to the following guiding questions:

* 1. What do you notice about the mathematics of the problem/set of problems?
  2. How do you anticipate students will solve the problems (strategies) or what their solution(s) would be?
  3. If you were teaching using this problem, what representation(s) would you use and how would you narrate its/their use in relation to the problem?

**Optional**

1. Read an excerpt from the book *Math Matters* by Chapin and Johnson (2006) on equivalence of fractions. *The information about this reading can be found in the Professional Readings list, that can be accessed by facilitators in the Session 8 Planner.* Explain the connections between the different ways of representing the equivalence of two fractions.