**Classroom Connection Activity**

Please engage in the following activities and bring the indicated responses or materials 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. If you are sharing with your video workshop group at the next session, select a short segment of your teaching of the Pool Border Problem to share, bring examples of student work, and also bring your responses to the reflection questions that were a part of our last CCA:
   1. How are students supporting/explaining their approaches using words, drawings, and/or tools?
   2. What student strategies, solutions, or questions did you find interesting? Why?
   3. What teaching moves are you using to establish and maintain an environment that nurtures student reasoning practices?

(If participants will be sharing their video using their own laptops, include a reminder about bringing their laptops to the next session.)

Also be ready to share an overview of:

* the version of the problem you used
* the goals you had for using that problem
* examples of students’ strategies, solutions, and questions

If you are not sharing with your video workshop group at the next session, select a short segment of your teaching of the Pool Border Problem and the student work samples you collected. Even though you will not be sharing your video during this round of video workshop, it is still important to engage in the process that we are using for sharing classroom teaching. (Include the description of the method for submitting classroom records of practice that will be used for sharing examples from teaching with colleagues).

1. In our sessions, we have connected our work with the mathematical practice standards found in the Common Core State Standards for mathematics. Review the handout of key points about the Common Core State Standards mathematical practices and look at the information shared on the CCSS-M website (http://www.corestandards.org/Math/Practice). Identify an example or two of the practices that you see in the video segment that you selected from your teaching of the Pool Border Problem and in the work you did this week on the Three-Coin Problem.

**Optional**

1. Write the solution for the following problem:

Use as many 8’s and plus signs as you want to write a statement that equals 1000. *(You may not use -, x, or ÷).* How many different\* statements can you write that use only 8’s and plus signs to equal 1000? *\*Exchanging the places of the terms does not count as “different” for this problem.*

How is this problem similar to and different from the Three-Coin Problem (the problem you worked on at the beginning of the session)?

1. Read the “Three-Coin Problem” Math Notes document. Consider:
   1. example approaches that you had not yet considered or seen;
   2. what representations or arguments, that while validly proving that all solutions had been found, would not be very convincing to your students (also consider the converse- those representations or arguments that would be convincing to you students, but that aren’t mathematically valid);
   3. which particular mathematical practice you would most like to feature while working on a problem like this. What makes this problem a powerful site for working on that practice?