**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. Read about mathematical practices 1, 3, and 6 on the Common Core State Standards-Mathematics website (www.corestandards.org/math/practice). Based on your reading, make a list of ideas that capture the meaning of these mathematical practices.
2. Look in your curriculum for problems that are likely to provide strong opportunities for mathematical reasoning and engagement in mathematical practices 1, 3, and 6. Bring copies of a few of these problems with you to our next session and be prepared to talk with others about why you believe these tasks have rich mathematical reasoning potential. Be ready to connect the problems you chose to the mathematical practices.
3. Read the short article “What makes a video clip interesting?” by Linsenmeier & Sherin (2009), drawn from *Teaching Children Mathematics,* to support your thinking about the selection of video clips for video workshops. How does the clip you picked from your teaching of the Pool Border Problem connect with the ideas that are shared in the article?
4. To begin preparation for the video workshop in Session 6, spend 15-20 minutes in your classroom working on the scaled version of the Three-Coin Problem you developed during our last session. Video record the entire activity and collect student work samples (approximately 6 samples that represent a range in student reasoning). Watch the video and use the ideas from the Linsenmeier & Sherin article to identify one or two short segments in the video that show students engaged in reasoning and justification that would be interesting to share with colleagues.