**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. (Depending on how you are having the participants share their videos, you may need to ask them to bring a computer to the next session.)

1. *Video workshop prompts*
   1. Rewatch the segments of video you selected from your teaching the Three-Coin Problem and identify one 3-5 minute video segment that supports you in thinking about the reflection questions in (c). Please record the start and stop times of the segment.

Segment start time:

Segment end time:

* 1. Provide some context for the selected video segment.
     1. Grade
     2. Current topic(s) of study in mathematics
     3. Task and lesson goals
     4. Description of what happened immediately before the segment
  2. Record your responses to the following reflection questions.
     1. What teaching moves are you using to support students in making sense of the problem?
     2. How are students interpreting and approaching the problem?
     3. How are students justifying their solutions?
     4. What mathematical practices do you see students engaging in? Try to connect examples from the video to particular practices.
     5. What teaching moves are you using to support students in justifying their solutions or engaging in the mathematical practices?
     6. Reflect on how well the video supported your thinking or learning about these questions. How might you adjust your video recording to better support your learning?
  3. (Include the description here of the method for submitting classroom records of practice that will eventually be used for sharing examples from teaching with colleagues.)

1. *Extending your work on reasoning in mathematics*

Try the following problem as a way to extend your work on reasoning in mathematics.

Some numbers can be written as the sum of consecutive natural numbers [1, 2, 3, 4, 5, and so on].

1 + 2 + 3 + 4 = 10

Some numbers can be written as a sum of consecutive natural numbers in more than one way.

10 + 11 = 21

6 + 7 + 8 =21

1. Explore the sums of three consecutive natural numbers. Make a conjecture about these sums. Why is your conjecture true?
2. Jean made the following conjecture: “The sum of five consecutive natural numbers is five times the middle number.” When asked why she thought that was true, she said:

“Take 2 from the fifth number and add it to the first. Take 1 from the fourth number and add it to the second number. You wind up with 5 numbers that are equal to the middle number.”

1. Is Jean’s conjecture correct?
2. Does Jean’s explanation of why her conjecture is true make sense? If so, explain why. If it does not make sense, explain why it does not make sense.

**Optional**

1. *Read the “The Sum of Consecutive Odd Number Problem” Math Notes document. Consider:*
   1. example approaches that you had not yet considered or seen;
   2. the ways that students commonly approach this problem;
   3. how mathematical practices 7 and 8 are connected with this problem. Try to differentiate how these two mathematical practices could apply to this problem.