

### Overview of Session 7

- Capitalizing on the explanations that students share
- Engaging in a video workshop

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### Betsy's conjecture

Betsy's Conjecture: An odd number plus an odd number equals an even number.

**Context**

- Third graders (8 year-olds)
- Late January
- Students have been working on concepts of even and odd numbers, and patterns with even and odd numbers
- Diverse classroom, many English language learners

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### Focus questions

To what extent does the explanation:

- Have a clear purpose
- Have a logical structure
- Use representations and language clearly and carefully
- Have a focus on meaning that is oriented to the listener(s)

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### Following up on an explanation

- While the explanation is complete and very detailed, it is also very quick.
- How do you follow up on a explanation such as this one in ways that support the learning of both the student who shared and the rest of the students?

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### Focus questions

- How can students' contributions be seen as moving the mathematics forward?
- What is the teacher doing to establish an environment that encourages mathematical reasoning? What else might the teacher do?

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### Video workshop agenda

- Before viewing: Set the context for the video
- While viewing: View the video with the focus questions in mind
- After viewing: Discuss the focus questions

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### Video workshop

- Focus questions:
  - What conjectures do students share related to the problem?
  - How do students justify their conjectures (logic, language, representations, etc.)?
  - What teaching moves are being used to support students' engagement in reasoning or the mathematical practices?
- Keep in mind that the focus of video workshops is on the **teaching**, not the **teacher**.

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### Debriefing video workshop

- **Understanding the process:** Improving the process through debriefing
  - How did each step of the video workshop process (i.e., set up, viewing, discussion) work today?
- **Analyzing teaching and learning:** Teaching moves that support mathematical reasoning
  - What were you able to notice in your groups related to supporting students' engagement in explaining or other mathematical practices?
- **Building productive norms:** Focusing on teaching
  - Did the conversation tend to focus on **teaching** or the **teacher**? What types of comments help focus the conversation on **teaching**?

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### Summary

In this session, you:

- Considered ways to follow up on explanations that:
  - Develop the mathematics further
  - Make the contributions accessible for all students
- Engaged in a video workshop with a focus on:
  - Noticing students' conjectures
  - Identifying teaching moves used to support students' engagement with reasoning and/or mathematical practices
  - Learning to debrief the process to improve subsequent video workshops

7.6a

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