**Classroom Connection Activity**

Please engage in the following activity. In addition **we will be having our final video workshop time in our next session, so bring the materials you collected and reflections you have written to sharing.** (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.) Please bring your laptop computer to our next session. We will need it for some “wrap up” activities.

1. *Preparing for video workshop*

In your classroom, spend 15-20 minutes working on the problem you selected that will be the basis for the last video workshop. Use your teaching as an opportunity to try asking questions about the task that engage the whole class in reasoning. Also try using this problem to make the mathematical practices explicit to students. Video record the entire activity and collect student work samples (approximately 6 samples that represent a range in student reasoning). Complete the following video workshop preparations:

* 1. Watch your video and identify a 3-5-minute video clip that supports you in thinking about the reflection questions in (c). Please record the start and stop times of the clip.

Clip start time:

Clip end time:

* 1. Provide some context for the selected video clip.
		1. Grade, task, and lesson goals
		2. Routines that appear in the clip that may be unfamiliar to colleagues
		3. Description of what happened immediately before the clip
	2. Record responses to the following focus questions, with references to specific events in the video if possible.
		1. What kinds of reasoning do you see students engaged in during this video segment? How does this reasoning compare with the reasoning you had anticipated?
		2. During this video segment, what representations, examples, mathematical language or definitions are students drawing on as they explain and engage with ideas shared by peers?
		3. During this video segment, which mathematical practices do you see yourself supporting? What specific teaching moves are used to support individual’s and the class’s engagement in reasoning or the mathematical practices?

(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. *Reflect on your learning from video workshop*

You have engaged in multiple cycles of learning through engaging in video workshops. Look across the records and reflections you have generated and take stock of what you have learned about:

* 1. Your own teaching. In the context of the problems you have tried in your classroom from our professional development sessions:
		1. What have you noticed about the ways in which students reason? What have you noticed about the ways in which you support student reasoning?
		2. What, if anything, has changed over the course of your work using video workshop about the way you think about supporting student reasoning or the ways in which you support students’ engagement in mathematical reasoning?
		3. What are your goals for your subsequent work in this area?
	2. The process of “doing” video workshop. What are its challenges? What are its benefits?

**Please bring a hard copy of your responses to these questions to our next session**.

**Optional**

1. *Read the “Pascal’s Triangle” Math Notes document. Consider:*
	1. The connections between the approaches that can be used to notice numerical patterns in the triangle;
	2. if there are additional insights you have into the ways in which students might approach the problem and the reasons why they might approach the work in that way;
	3. which of the mathematical practices seems most strongly connected with this problem and how you might use the problem to be explicit about the nature of that mathematical practice.