Video Clips by Grade, Including Demographics

The mathematics lessons on the DVDs were filmed in kindergarten through grade 6 classrooms in Cambridge, Massachusetts, Hartford, Connecticut, and West Hartford, Connecticut. All lessons were filmed in October, the second month of the students' school year. The teachers who participated in this project had a variety of backgrounds but all shared a strong commitment to using math talk to help their students learn. Additional support staff, including math coaches and assistant teachers, also participated in some of the lessons. The lessons focus on mathematical content from the following areas: number sense and operations, algebraic thinking, geometry, measurement, and data analysis. The video clips show excerpts from the lessons. The information in the chart below reflects the demographics of the classrooms during the school year in which the lessons were filmed.

Grade	Teacher	School and Demographics	Video Clips	Lesson Plan (See Appendix B.)
Kindergarten	**Mrs. Luizzi** Mrs. Luizzi teaches junior kindergarten/kindergarten at the Martin Luther King, Jr. School in Cambridge, Massachusetts. In her ten years of teaching, Mrs. Luizzi has taught Sheltered English Immersion (SEI), English as a Second Language (ESL), and Spanish Dual Language Immersion instruction. Mrs. Luizzi believes that math talk empowers her students to learn. She encourages all of her students to share their ideas about math standing with feet square on the ground and voices that are loud and proud.	**Martin Luther King, Jr. School** There are eighteen students in Mrs. Luizzi's junior kindergarten/kindergarten class, seven boys and eleven girls. (In a junior kindergarten, students enter at age 4.) Assistant teacher Mrs. Denise Toomey also takes part in the lesson. The student body at this school in Cambridge, Massachusetts, is composed of 18 percent Caucasian, 46 percent African American, 11 percent Hispanic, and 22 percent Asian. Sixty-one percent of students qualify for free or reduced lunch. Thirty-one percent of students do not have English as their first language.	1G 7B 8A	Using *More* and *Less* to Describe the Data in a Graph
Kindergarten	**Mrs. Hayward** Mrs. Hayward teaches kindergarten at the Kennedy-Longfellow School in Cambridge, Massachusetts. A teacher for more than ten years, she has also taught first, second, and third grades. Mrs. Hayward believes that discussions in math class should capitalize on young children's natural inclinations to talk. She empha-sizes that, with effective modeling from the teacher, students' own words become a powerful learning tool.	**Kennedy-Longfellow School** There are twenty students in Mrs. Hayward's class, nine boys and eleven girls. Math coach Ms. Fiona Healy and assistant teacher Ms. Maryann Sprague also take part in the lesson. The student body at this school in Cambridge, Massachusetts, is composed of 33 percent Caucasian, 35 percent African American, 18 percent Hispanic, and 11 percent Asian. Fifty-eight percent of students qualify for free or reduced lunch. Twenty-six percent of students do not have English as their first language.	1I 2A 7F	Decomposing the Number Seven

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Grade 1	**Mrs. Delaney** Mrs. Delaney teaches first grade at the Batchelder School in Hartford, Connecticut. She has been teaching for more than thirty years and has worked as a classroom teacher, Title I teacher, and gifted and talented teacher. Mrs. Delaney is passionate about giving all students the time they need to make productive contributions to math discussions. She regularly reminds her students that giving a classmate time to formulate an answer is just as important as raising their hands to give one of their own.	**Batchelder School** There are nineteen students in Mrs. Delaney's first-grade class, ten boys and nine girls. The student body at this school in Hartford, Connecticut, is composed of 4 percent Caucasian, 21 percent African American, 72 percent Hispanic, and 2 percent Asian. More than 95 percent of students qualify for free or reduced lunch. Fifty-two percent of students do not have English as their first language.	1J 1Q 1T 3A	Number Patterns on the Hundreds Chart
Grade 1	**Ms. Moylan** Ms. Moylan teaches first grade at the Amigos School in Cambridge, Massachusetts. A certified Responsive Classroom trainer, Ms. Moylan has ten years of experience as a classroom teacher. She believes that first-grade students can participate productively in mathematical discussions; she recommends providing lots of opportunities for students to practice listening and responding to each other's ideas as an effective tool for deepening their own understanding of mathematical concepts.	**Amigos School** The Amigos School is founded on a dual-language immersion model. Students receive 50 percent English and 50 percent Spanish instruction and are expected to become literate in both Spanish and English. Ms. Moylan teaches the English component of two classes of first-grade students. There are fourteen students in this first-grade class, eight boys and six girls. Assistant teacher Ms. Elba Santiago also takes part in the lesson. The student body at this school in Cambridge, Massachusetts, is composed of 34 percent Caucasian, 7 percent African American, 48 percent Hispanic, and 3 percent Asian. Thirty percent of students qualify for free or reduced lunch. Thirty-seven percent of students do not have English as their first language.	4A	Adding Three Numbers

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Grade 2	**Ms. Powers** Ms. Powers teaches second grade at the Maria Baldwin School in Cambridge, Massachusetts. She uses math talk to assess how her students are thinking and learning about math concepts. Ms. Powers believes that the talk moves used in *Classroom Discussions* encourage students to be more active participants in math learning. She has found that conversations among students can be a powerful learning tool for all learners.	**Maria L. Baldwin School** There are twenty-two students in Ms. Powers' class, twelve boys and ten girls. Intern Ms. Brittany O'Neill also takes part in the lesson. The student body at this school in Cambridge, Massachusetts, is composed of 50 percent Caucasian, 25 percent African American, 8 percent Hispanic, and 10 percent Asian. 36 percent of students quality for free or reduced lunch. 18 percent of students do not have English as their first language.	1N 1U 4B 4C 7A	Teaching Subtraction Strategies and Making Sense of One-Half
Grade 3	**Mr. Danella** Mr. Danella teaches third grade at the Kennedy-Longfellow School in Cambridge, Massachusetts. In addition to third grade, he has also taught second, fourth, and sixth grades. Mr. Danella relies on math talk to provide him with ongoing formative assessments of student understanding. He uses what he gleans from partner talk and whole-class discussions to tailor instruction to students' needs.	**Kennedy-Longfellow School** There are eighteen students in Mr. Danella's third-grade class, eleven boys and seven girls. The student body at this school in Cambridge, Massachusetts, is composed of 33 percent Caucasian, 35 percent African American, 18 percent Hispanic, and 11 percent Asian. Fifty-eight percent of students qualify for free or reduced lunch. Twenty-six percent of students do not have English as their first language.	1H 1S 6A	Four Strikes and You're Out

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Grade	Teacher	School and Demographics	Video Clips	Lesson Plan (See Appendix B.)
Grade 3	**Mrs. Foley** Mrs. Foley is the mathematics specialist at the Florence E. Smith School of Science, Math and Technology in West Hartford, Connecticut. She has twelve years of teaching experience, including nine years as a classroom teacher for fourth and fifth grades. Mrs. Foley emphasizes the important role that the teacher plays in a math discussion. As she facilitates a discussion, she actively monitors the student talk so that it remains focused on the targeted concepts and skills of the lesson.	**Florence E. Smith School of Science, Math and Technology** There are nineteen students in Mrs. Foley's third-grade class, twelve boys and seven girls. The student body at this school in West Hartford, Connecticut, is composed of 29 percent Caucasian, 18 percent African American, 34 percent Hispanic, and 19 percent Asian. Forty-three percent of students qualify for free or reduced lunch. Twenty-five percent of students do not have English as their first language.	1A 1B 1E 5A 5B	The Birthday Party Problem
Grade 3	**Mrs. Schineller** Mrs. Schineller teaches third grade at the Amigos School in Cambridge, Massachusetts. She has taught for four years and credits talk moves such as "Who can repeat?" for helping all of her students develop understanding of key mathematical ideas. Mrs. Schineller enjoys seeing previously quiet students become active participants in a discussion as the result of these moves.	**Amigos School** The Amigos School is founded on a dual-language immersion model. Students receive 50 percent English and 50 percent Spanish instruction and are expected to become literate in both Spanish and English. Mrs. Schineller teaches the English component of two classes of third-grade students. There are nineteen students in this class, eleven boys and eight girls. The student body at this school in Cambridge, Massachusetts, is composed of 34 percent Caucasian, 7 percent African American, 48 percent Hispanic, and 3 percent Asian. Thirty percent of students qualify for free or reduced lunch. Thirty-seven percent of students do not have English as their first language.	1R 8C 8D 8E	Analyzing Data from a Bar Graph (See Chapter 8)

Grade	Teacher	School and Demographics	Video Clips	Lesson Plan (See Appendix B.)
Grade 4	**Ms. Luipold** Ms. Luipold teaches fourth grade at the Florence E. Smith School of Science, Math and Technology in West Hartford, Connecticut. She has been an elementary educator for more than twenty-five years. Ms. Luipold works diligently to use talk moves in all of her math lessons. She recommends that teachers new to classroom talk start slow, focus on one talk move at a time, and be persistent.	**Florence E. Smith School of Science, Math and Technology** There are twenty-one students in Ms. Luipold's fourth-grade class, eleven girls and ten boys. The student body at this school in West Hartford, Connecticut, is composed of 29 percent Caucasian, 18 percent African American, 34 percent Hispanic, and 19 percent Asian. Forty-three percent of students qualify for free or reduced lunch. Twenty-five percent of students do not have English as their first language.	2B 3B	Perimeters of Rectangles with a Fixed Area
Grade 4	**Mrs. Burgess** Mrs. Burgess teaches fourth grade at the John M. Tobin School in Cambridge, Massachusetts. She is a National Board Certified teacher with thirty-five years of teaching experience. Mrs. Burgess believes that discussions in math class deepen student understanding, and that as students talk about their ideas, they are exposed to strategies that they might not have thought of on their own. With experience, students can then use those strategies in their own work.	**John M. Tobin School** There are nineteen students in Mrs. Burgess's fourth-grade class, nine boys and ten girls. The student body at this school in Cambridge, Massachusetts, is composed of 27 percent Caucasian, 36 percent African American, 13 percent Hispanic, and 17 percent Asian. Fifty-four percent of students qualify for free or reduced lunch. Forty-nine percent of students do not have English as their first language.	1O 7C	Reasoning About Factors and Multiples

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Grade 5	**Mrs. Foley** [See more about Mrs. Foley in the Grade 3 section of this table.]	**Florence E. Smith School of Science, Math and Technology** There are eighteen students in Mrs. Foley's fifth-grade class, ten boys and eight girls. The student body at this school in West Hartford, Connecticut, is composed of 29 percent Caucasian, 18 percent African American, 34 percent Hispanic, and 19 percent Asian. Forty-three percent of students qualify for free or reduced lunch. Twenty-five percent of students do not have English as their first language.	1F 1K 1P 1V 6B 7D	Volume of Rectangular Prisms
Grade 6	**Ms. Fournier** Ms. Fournier teaches sixth-grade math at the Rindge Avenue Upper Campus in Cambridge, Massachusetts. In her experience, Ms. Fournier has found that hearing the same key idea, restated by several students, gives students an opportunity to think deeply about a particular concept. Ms. Fournier loves when she hears a student say, "Oh I get it," as a result of participating in a class discussion.	**Rindge Avenue Upper School** Ms. Fournier teaches four sections of grade 6 mathematics at the Rindge Avenue Upper School. Students from three of her four classes participated in the filming. The student body at this school in Cambridge, Massachusetts is composed of 44 percent Caucasian, 32 percent African American, 10 percent Hispanic, and 11 percent Asian. Forty-four percent of students qualify for free or reduced lunch. Twenty percent of students do not have English as their first language.	1D 1M 5C 7E 8B	

Grade	Teacher	School and Demographics	Video Clips	Lesson Plan (See Appendix B.)
Grade 6	**Mrs. Rowan** Mrs. Rowan teaches sixth- and eighth-grade mathematics at the Kennedy-Longfellow School in Cambridge, Massachusetts. She has taught elementary and middle grades for fifteen years. Mrs. Rowan stresses the importance of creating a safe environment for productive math discussions and talks regularly with her students about the norms of respectful class discussions. As the school year progresses, she delights when students who were once hesitant to speak in class develop the confidence to explain their ideas, share their confusion, and ask for help.	**Kennedy-Longfellow School** There are nineteen students in Mrs. Rowan's sixth-grade class, five boys and fifteen girls. The student body at this school in Cambridge, Massachusetts, is composed of 33 percent Caucasian, 35 percent African American, 18 percent Hispanic, and 11 percent Asian. Fifty-eight percent of students qualify for free or reduced lunch. Twenty-six percent of students do not have English as their first language. Mrs. Anderson, a coauthor of the book *Classroom Discussions* (Chapin, O'Connor, and Anderson 2009), was a guest in Mrs. Rowan's class on the day of filming.	1C 1L 4D	Placing Fractions on a Number Line