

Video Clips by Chapter, Including References to Facilitator’s Guide

*Indicates that clip in Teacher’s Guide features a portion of the clip that is featured in the Facilitator’s Guide.

**Indicates that clip in Teacher’s Guide features portions of two clips in the Facilitator’s Guide.

Chapter	Video Clip	Length	Title	Grade/Teacher	Description	What This Clip Is Labeled in <i>Classroom Discussions in Math Facilitator’s Guide</i>
1	1A	1:19	Wait Time: Hands down; let him think.	Grade 3/Mrs. Foley	In this clip, Mrs. Foley reinforces respectful behaviours in the midst of a problem-solving lesson.	2.1f
1	1B	1:38	Turn-and-Talk: How many cans of grape juice?	Grade 3/Mrs. Foley	In this clip, Mrs. Foley’s students are solving a complicated problem with two kinds of packs of juice cans.	1.2a2*
1	1C	:44	Turn-and-Talk: How do we know those are greater than a whole?	Grade 6/Mrs. Rowan	In this clip, the student Jaehun has just given his thinking about where $\frac{7}{6}$ and $\frac{13}{9}$ are on a number line. The teacher, Mrs. Rowan, realizes that this was a point of confusion during a previous lesson.	1.2a4
1	1D	:33	Turn-and-Talk: Can everyone turn . . . and repeat that idea?	Grade 6/Ms. Fournier	In this clip, Ms. Fournier asks everyone to practice saying an important idea about ratios.	n/a
1	1E	:42	Revoicing: So you’re saying I can’t buy one can . . . ?	Grade 3/Mrs. Foley	In this clip, the teacher, Mrs. Foley, asks a student what at least twenty-six cans means.	1.2b2
1	1F	:50	Revoicing: So you multiplied the length . . . ?	Grade 5/Mrs. Foley	In this clip, Mrs. Foley’s class is working on ways to find the volume of a rectangular prism.	1.2b4
1	1G	1:02	Say More: Can you tell me what you did?	Kindergarten/Mrs. Luizzi	Mrs. Luizzi’s students have just done a turn-and-talk. She asks one student to report what they have talked about.	1.2c1

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1	1H	:39	Say More: Tell me a little bit more.	Grade 3/Mr. Danella	In this clip, Mr. Danella asks a student to give an argument as to why his (Mr. D's) claim is wrong. (This clip also provides a revocing example.)	1.2c2*
1	1I	1:57	Who Can Repeat? He's not all done yet.	Kindergarten/ Mrs. Hayward	In this clip, Mrs. Hayward's students are working on circling groups of hearts on a card with seven hearts. One student circles only three of the hearts.	1.3a1
1	1J	:48	Who Can Repeat? She was counting by fives.	Grade 1/Mrs. Delaney	In this clip, Mrs. Delaney's class is using a hundreds chart to explore counting patterns.	1.3a2
1	1K	1:46	Who Can Repeat? Finding the volume of a rectangular prism	Grade 5/Mrs. Foley	In this clip, a student gives his way of finding the volume of a rectangular prism. The teacher, Mrs. Foley, asks others to repeat.	1.3a5
1	1L	1:33	Who Can Repeat? How did you know that seven-eighths was greater than three-fourths?	Grade 6/Mrs. Rowan	In this clip, a student explains her reasoning in deciding where to place fractions on a number line. The teacher, Mrs. Rowan, asks others to repeat.	1.3a6
1	1M	1:06	Who Can Repeat? Which table is "the root beer drinkers?"	Grade 6/Ms. Fournier	In this clip, Ms. Fournier asks another student to repeat a classmate's solution strategy to a ratio problem.	n/a
1	1N	:35	Press for Reasoning: Are you sure? How do you know?	Grade 2/Ms. Powers	In this clip, Ms. Powers asks a student to explain her thinking about a strategy for subtracting numbers.	n/a
1	1O	1:14	Press for Reasoning: Can you prove it?	Grade 4/Mrs. Burgess	In this clip, Mrs. Burgess's students are solving a mystery number puzzle. She presses for reasoning several times.	1.4a2

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Chapter	Video Clip	Length	Title	Grade/Teacher	Description	What This Clip Is Labeled in <i>Classroom Discussions in Math Facilitator's Guide</i>
1	1P	2:42	Press for Reasoning: Why does that work?	Grade 5/Mrs. Foley	In this clip, the teacher, Mrs. Foley, is pressing for reasoning in students' explanations of how they found the volume of a rectangular prism. You will see "Who can repeat?" mixed in with press for reasoning.	1.4a4
1	1Q	:43	Do You Agree or Disagree . . . and Why? Why do you agree with him?	Mrs. Delaney	In this clip, Mrs. Delaney's students are explaining how they counted two nickels and five pennies. Mrs. Delaney asks one student whether he agrees or disagrees with what the previous student said.	1.5b1
1	1R	2:30	Do You Agree or Disagree . . . and Why? Do almost all of the people do their homework before dinner?	Grade 3/ Mrs. Schineller	In this clip, the teacher, Mrs. Schineller, asks her students to turn and talk about whether they agree with the claim that almost all of the thirty-eight people polled do their homework before dinner.	1.5b2
1	1S	1:04	Do You Agree or Disagree . . . and Why? Not to be rude but . . .	Grade 3/Mr. Danella	In this clip, the teacher, Mr. Danella, asks students whether they agree or disagree with Jeda's claim about what numbers would solve their puzzle, and one student disagrees.	1.5b3
1	1T	1:03	Who Can Add On? Would you like to add on to the beginning of her thinking?	Grade 1/Mrs. Delaney	In this clip, Mrs. Delaney's students are discussing ways to add nickels and pennies. One student explains her approach but reaches an impasse. Mrs. Delaney asks for input from others.	1.5a1
1	1U	1:04	Who Can Add On? Who can add on to that?	Grade 2/Ms. Powers	In this clip, Ms. Powers asks a student to add on to a classmate's explanation about linear measurement.	n/a

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1	1V	:43	Who Can Add On? What is a rectangular prism?	Grade 5/Mrs. Foley	In this clip, the teacher, Mrs. Foley, is asking her students to weigh in with their understandings of what a rectangular prism is.	1.5a3
2	2A	1:49	Setting Up Classroom Talk Norms: Discussing <i>Fair Turns</i> and Repeating	Grade 1/ Mrs. Hayward	In this clip, Mrs. Hayward is working with her kindergarten students to review what constitutes a fair turn—this is her term for a collection of positive behaviors that help students orient to each other's contributions.	2.1a
2	2B	1:21	Setting Up Classroom Talk Norms: How do we agree and disagree?	Grade 4/Ms. Luipold	In this clip, Ms. Luipold discusses with her students how to use the agree/disagree move.	2.1j
3	3A	3:32	Number Patterns on the Hundreds Chart	Grade 1/Mrs. Delaney	In this clip, a number of students count to one hundred using different patterns.	3.1a
3	3B	7:40	Examining Area and Perimeter	Grade 4/Mrs. Luipold	In this clip, students discuss in small groups and as a class some of their thoughts about why the perimeters of rectangles with the same area are different.	3.2b*
4	4A	3:19	Adding Three Numbers	Grade 1/Ms. Moylan	In this clip, Ms. Moylan has students solve addition of three numbers and explain it to their partner. The partner then repeats back what the first student said. Here the problem is $3 + 4 + 2$.	1.1b, 8.1b*
4	4B	4:37	Subtracting on the Number Line	Grade 2/Ms. Powers	In this clip, students talk about a number sense strategy for whole-number subtraction.	n/a

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4	4C	4:44	Comparing Subtraction Strategies	Grade 2/Ms. Powers	In this clip, students compare two different representations of the same computational strategy.	n/a
4	4D	6:59	Fraction Number Line	Grade 6/Mrs. Rowan	In this clip, students talk about their strategies for locating fractions on the number line.	4.2 and 5.2**
5	5A	6:21	Solving a Multistep Word Problem, Part 1	Grade 3/Mrs. Foley	In this clip, the teacher makes sure students understand all of the statements and facts from the problem.	5.1a*
5	5B	9:35	Solving a Multistep Word Problem, Part 2	Grade 3/Mrs. Foley	In this clip, students share their solution methods to a multistep problem.	5.1b
5	5C	3:39	The Newspaper Club Problem	Grade 6/Ms. Fournier	In this clip, students talk about an important generalization about equivalent ratios.	n/a
6	6A	7:45	Finding Missing Digits	Grade 3/Mr. Danella	In this clip, students talk about what would and would not make a good next guess for the practice game Four Strikes and You're Out.	6.1*
6	6B	7:33	Developing Methods for Volume of Rectangular Prisms	Grade 5/Mrs. Foley	In this clip, students develop and connect two general methods for determining the volume of a rectangular prism.	6.2
7	7A	5:54	Making Sense of One-Half	Grade 2/Ms. Powers	In this clip, students talk about why one-half of an hour and one-half of a dollar are not the same.	n/a
7	7B	4:43	Using the Words <i>More</i> and <i>Less</i>	Kindergarten/Mrs. Luizzi	In this clip, students compare the heights of towers made from interlocking cubes.	7.1a

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7	7C	5:23	Connecting Factors and Multiples	Grade 4/ Mrs. Burgess	In this clip, fourth graders use classroom discourse to make sense of the connections between factors and multiples; they discuss whether or not the number twenty-eight can be both a factor of twenty-eight and a multiple of twenty-eight.	7.2c*
7	7D	2:07	Defining the Word <i>Volume</i>	Grade 5/Mrs. Foley	In this clip, fifth graders work together to define volume. Their teacher, Mrs. Foley, assists them in defining volume as the amount of space an object takes up; it is measured in cubic units.	7.2d
7	7E	6:07	Talking About Ratios	Grade 6/Ms. Fournier	In this clip, students practice talking about ratios using precise mathematical language.	n/a
7	7F	2:56	How Many Groups? How Many Hearts?	Kindergarten/ Mrs. Hayward	In this clip, kindergartners find groups of different sizes.	7.1b*
8	8A	4:57	Turn-and-Talk Modeling	Kindergarten/ Mrs. Luizzi	In this clip, Mrs. Luizzi is working on making turn-and-talk a productive practice for her kindergarten class. She decides to model a turn-and-talk with one of the students and discusses it with the rest of the class.	2.1b
8	8B	1:06	If I Call on You . . .	Grade 6/Ms. Fournier	In this clip, Ms. Fournier gives her students guidance on what to do if she calls on them to speak but they are not ready to respond.	n/a

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8	8C	4:57	Analyzing Data from a Bar Graph, Part A	Grade 3/ Mrs. Schineller	In this clip, the teacher, Mrs. Schineller, explains the task to students, works with student pairs to write their conclusions, and prepares them to speak during the whole-class discussion.	8.2a
8	8D	3:53	Analyzing Data from a Bar Graph, Part B	Grade 3/ Mrs. Schineller	In this clip, students discuss conclusions that use the phrase three times as many.	8.2c
8	8E	5:11	Analyzing Data from a Bar Graph, Part C	Grade 3/ Mrs. Schineller	In this clip, students discuss their conclusions that use the phrase more than half.	8.2d*