

## Support materials for Video Packages

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p><b>DVD 1</b> “Multiplication Algorithm for Fractions”</p> <ul style="list-style-type: none"> <li>• <i>Developing an Algorithm for Multiplying Fractions: Bits and Pieces II, Investigation 3.</i> Conceptual learning, inquiry based instruction, the LES model.</li> <li>• <i>Teacher Reflections.</i> Planning, reflecting, building learning communities.</li> <li>• <i>Student Skills.</i> Conceptual versus procedural learning.</li> <li>• <i>Teacher Questions.</i> Questioning techniques.</li> <li>• <i>Student Discourse.</i> Inquiry learning, student engagement.</li> </ul> <p><b>DVD 2</b> “Multiplication Algorithm for Decimals”</p> <ul style="list-style-type: none"> <li>• <i>Developing and Algorithm for Multiplying Decimals, Bits and Pieces III, Investigation 2.</i> Building on fraction concepts.</li> <li>• <i>Action Research.</i> Student understanding, teacher planning.</li> </ul>	<p><b>DVD1</b> “Representations of Linear Relationships”</p> <ul style="list-style-type: none"> <li>• <i>Students Using Representations of Linear Relationships: Moving Straight Ahead, 2.1 &amp; 2.2.</i> Inquiry based instruction, assessing progress towards mathematical goals, planning for the Summary.</li> <li>• <i>Distraction or Learning Opportunity: Reprise of Moving Straight Ahead 2.1.</i> Analyzing student understanding, assessing student progress towards mathematical goals, deciding whether to follow student interest.</li> <li>• <i>Making Connections: Moving Straight Ahead, 2.3 &amp; 2.4.</i> Assessing student progress towards mathematical goals, analyzing mathematical connections.</li> <li>• <i>Management Issues.</i> Handling homework, vocabulary, notebooks.</li> <li>• <i>Teacher Questions.</i> Focusing, guiding, re-voicing, waiting, developing communities.</li> </ul>	<p><b>DVD 1:</b> “Making Sense of Symbols: Exponential Decay”</p> <ul style="list-style-type: none"> <li>• <i>Making Sense of the Concept and Representations of Exponential Decay: Growing, Growing 4.1 and 4.2.</i> Equivalence, inquiry based learning, planning to use the L-E-S model.</li> <li>• <i>Reasoning about Exponent Patterns: Growing, Growing 5.1.</i> Student reasoning, proof.</li> <li>• <i>Teacher Reflections.</i> Planning, reflecting.</li> <li>• <i>Teacher Questions.</i> Questioning techniques.</li> </ul> <p><b>DVD 2:</b> “Making Sense of Symbols: Equivalent Representations.”</p> <ul style="list-style-type: none"> <li>• <i>Writing Equivalent Expressions: Say It With Symbols 1.1</i> Equivalence, symbol manipulation.</li> <li>• <i>Student Discourse: Say It With Symbols 1.3</i> Assessing Student Understanding.</li> <li>• <i>Teacher Reflection</i></li> </ul>