






Video Clips by Grade, Including Demographics

Demographics: *The student body at Lighthouse Community Charter School comprises 81 percent Hispanic, 9 percent African American, 5 percent Multiethnic, 3 percent Asian/Pacific Islander, 1 percent Middle Eastern, and 1 percent Caucasian. Eight-one percent of students are English learners. Eight-six percent of the students receive free or reduced price lunch.*

Grade	Teacher	Video Clips
Grades 3, 5	 <p>Julie McNamara is the coauthor of <i>Beyond Pizzas & Pies, Second Edition</i>, and is thrilled to be a guest teacher in Ms. Hofmayer's class. She is sure she learned far more from the students than they learned from her!</p>	<p>5a Reviewing the Names of the Pattern Blocks</p> <p>5b Introducing Activity 5.1: Pattern Block Fractions, Version 2</p> <p>5c What Do You Call the Triangle When the Trapezoid Is the Whole?</p> <p>5d Stephanie's Use of the Pattern Blocks to Support Her Reasoning</p> <p>5e What Do You Call the Rhombus When the Trapezoid Is the Whole?</p> <p>5f Is $\frac{1}{2}$ Always Greater Than $\frac{1}{3}$?</p>
Grade 3	 <p>Mr. Seay previously taught third and fourth grade and has been teaching for more than ten years. He is currently the K–4 Academic Intervention Specialist at Lighthouse Community Charter School. He enjoys helping students build a strong foundation in mathematics and helping them critique each other's reasoning.</p>	<p>2a Introducing Activity 2.1: Number Line Activities with Cuisenaire Rods</p> <p>2e Labeling the Number Line</p> <p>2g What Do You Know About Numbers Between 0 and 1?</p> <p>2h What Are We Learning About Numbers Between 0 and 1?</p> <p>2i Revisiting the Question, "What Are the Numbers Between 0 and 1?"</p>
Grade 4	 <p>Ms. Lee teaches third and fourth grade. She has been teaching for ten years, and has previously taught first and second grades as well. Ms. Lee places a high priority on student-led discussions and emphasizing multiple ways of problem solving in her teaching.</p>	<p>2b Splitting the Number Line in Half</p> <p>2c The Purple Ones Work!</p> <p>2d Lizette's Strategy for Finding the Rod That Is $\frac{1}{3}$ of the Unit Interval</p> <p>2f Using Knowledge of $\frac{1}{2}$ to Find $\frac{1}{6}$s</p>

(continued)

Grade	Teacher	Video Clips
Grade 4	 <p>Ms. Thompson has been teaching kindergarten through fourth grade for sixteen years. She currently teaches third and fourth grade. She is National Board Certified in Early/Middle Childhood Literacy, and is the leader of her school's third through sixth grade math inquiry group. She believes that encouraging and supporting children to make meaning is the foundation of good instruction in every content area.</p>	<p>3a Introducing Activity 3.1: Measuring with Cuisenaire Rods</p> <p>3b "How Many Brown Rods Long Is the Marker?"</p> <p>3c Different Names for the Remainder Length</p> <p>3d What Do We Call Four White Rods?</p> <p>3e Making Monica's Thinking Public</p> <p>3f Using the Rods to Show How $\frac{1}{2}$, $\frac{2}{4}$, and $\frac{4}{8}$ Are Equivalent</p>
Grade 5	 <p>Ms. Kretschmar teaches fifth- and sixth-grade math and science. She has been teaching and learning from her students for seventeen years. She puts a high priority on looking deeply at student work and listening to student thinking to inform instruction.</p>	<p>8a Introducing Activity 8.1: More or Less Than $\frac{1}{2}$?</p> <p>8b Labeling the Number Line</p> <p>8c Fractions That Equal $\frac{1}{2}$</p> <p>8d Describing the Relationship Between the Numerator and Denominator in Fractions Equal To $\frac{1}{2}$</p> <p>8e Reasoning About Fractions Less Than $\frac{1}{2}$</p> <p>8f Using Academic Language to Describe the Relationship Between the Numerator and Denominator in Fractions Less Than $\frac{1}{2}$</p> <p>8g Reasoning About Fractions Greater Than $\frac{1}{2}$</p> <p>8h Reasoning About Fractions That Are Equal To, Less Than, and Greater Than $\frac{1}{2}$</p>