

Video Clips by Chapter

Page Number	Video Clip	Length	Title	Grade/Teacher
Chapter 1				
16	1a	6:22	Placing $\frac{1}{2}$ on the Number Line	Grade 5/Ms. Kretschmar
17	1b	1:28	Using Cuisenaire Rods to Place $\frac{1}{3}$ on the Number Line	Grade 5/Ms. Kretschmar
18	1c	:53	Using Cuisenaire Rods to Place $\frac{3}{2}$ on the Number Line	Grade 5/Ms. Kretschmar
19	1d	1:19	Deciding Where to Place $\frac{11}{3}$ on the Number Line	Grade 5/Ms. Kretschmar
Chapter 3				
51	3a	1:38	Reviewing the "Make a 10" Strategy	Grade 5/Ms. Kretschmar
52	3b	:51	Introducing "Get to the Whole"	Grade 5/Ms. Kretschmar
53	3c	2:23	$\frac{3}{4} + \frac{3}{4}$: Will's Strategy	Grade 5/Ms. Kretschmar
53	3d	1:20	$\frac{3}{4} + \frac{3}{4}$: Belen's Strategy	Grade 5/Ms. Kretschmar
54	3e	1:16	$\frac{3}{5} + \frac{4}{5}$: Malaya's Strategy	Grade 5/Ms. Kretschmar
54	3f	:39	$\frac{3}{5} + \frac{4}{5}$: Yuli's Use of Academic Language	Grade 5/Ms. Kretschmar
Chapter 6				
96	6a	3:57	Introducing Activity 6.1: Multiplication Patterns	Grade 4/Ms. Lee
97	6b	1:05	Noticing Patterns in Factors and Products	Grade 4/Ms. Lee
97	6c	1:05	Moving from Additive to Multiplicative Language	Grade 4/Ms. Lee
98	6d	:28	What Number Is $\frac{1}{2}$ of 1?	Grade 4/Ms. Lee
99	6e	1:59	Multiplication as Repeated Addition	Grade 4/Ms. Lee
104	6f	1:35	What Do We Know About $6 \times 2 \frac{1}{2}$?	Grade 4/Ms. McNamara

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Video Clips by Chapter (cont'd)

Page Number	Video Clip	Length	Title	Grade/Teacher
104	6g	1:39	" $6 \times 2\frac{1}{2}$ Has to Be Greater Than $2\frac{1}{2}$ "	Grade 4/Ms. McNamara
105	6h	1:15	Applying the Distributive Property to Reason About the Product of $6 \times 2\frac{1}{2}$	Grade 4/Ms. McNamara
105	6i	3:12	$4\frac{1}{2}$ Is More Than 4 But Less Than 5	Grade 4/Ms. McNamara
Chapter 7				
128	7a	2:25	Introducing Activity 7.2: How Long? How Far?	Grade 6/Mr. Trenado and Ms. McNamara
128	7b	1:32	Comparing the Two Jogging Experiences	Grade 6/Mr. Trenado
130	7c	2:36	How Many $\frac{1}{4}$ s Are in 1?	Grade 6/Mr. Trenado
131	7d	2:46	How Many $\frac{1}{4}$ s Are in 2?	Grade 6/Mr. Trenado
131	7e	1:37	How Many $\frac{1}{3}$ s Are in 2?	Grade 6/Mr. Trenado
Chapter 8				
143	8a	1:02	Multiplication Patterns	Grade 4/Ms. Lee
144	8b	2:40	Muhammad's Strategy for Adding $\frac{5}{9}$ and $\frac{8}{9}$	Grade 5/Ms. Kretschmar
145	8c	1:42	Using the Cuisenaire Rods to Explain Equivalent Fractions	Grade 6/Mr. Trenado
146	8d	4:57	What Do You Notice About the Numerators and Denominators of Fractions Equal to $\frac{1}{2}$?	Grade 5/Ms. Kretschmar and Ms. McNamara
147	8e	2:09	Ms. Lee Revoices Ashley's Justification	Grade 4/Ms. Lee
148	8f	2:36	Julian Restates Carlos's Answer	Grade 6/Mr. Trenado
149	8g	6:23	Multiple Students Share Their Reasoning About Placing $\frac{1}{2}$ on the Number Line	Grade 5/Ms. Kretschmar
150	8h	1:17	"Tell Us More About That"	Grade 4/Ms. McNamara
151	8i	:47	Posing a "Thinking Question"	Grade 4/Ms. McNamara