

## Video Clips by Chapter

CHAPTER	VIDEO CLIP	LENGTH	TEACHER AND GRADE	DESCRIPTION
1	1.1 What Does Differentiation Look Like?	3:46	Mixed Grades	In this introductory clip, we get glimpses of classrooms in which differentiated instruction is happening, as well as thoughts behind such.
2	2.1 Interviewing Students During Class	4:49	Mrs. Miller Grade 4	In this clip, the teacher, Mrs. Miller, interviews a few students during her fourth-grade class as a quick way to check in about their learning.
2	2.2 Partners Working on an Open-Ended Task	2:43	Ms. Anderson Grade 4	In this clip, partners are working on an open-ended task in Ms. Anderson's fourth-grade class. The task is part of a multiplication Think Tac Toe, a format for organizing student choices (see Chapter 7 for more on Think Tac Toe).
2	2.3 Using Student Work to Differentiate Instruction	3:21	Mr. Geiger and Mrs. Miller Grade 4	In this clip, we observe a planning session between Mr. Geiger, the math coach, and Mrs. Miller, a fourth-grade teacher. They are looking at student work from a quiz to make decisions about what activities to put on a menu and what the role of the teacher will be during the work time.
3	3.1 Thinking About Differentiation and the Common Core State Standards	1:54	Mixed Grades	In this clip, authors Linda Dacey and Rebeka Salemi Eston reflect on the Common Core State Standards for Mathematics in the context of differentiating instruction.
3	3.2 Fostering the Common Core State Standards for Mathematical Practice	1:43	Mrs. Thompson Grade 3	In this clip, Mrs. Thompson checks in with two of her third-grade students. They are working on a problem that is part of a tiered activity (see Lesson Idea 4.3: <i>Mystery Puzzles</i> in Chapter 4).

CHAPTER	VIDEO CLIP	LENGTH	TEACHER AND GRADE	DESCRIPTION
4	4.1 Giving Students a Choice of Their Challenge	1:02	Ms. Corpas Kindergarten	In this clip, Ms. Corpas discusses choice time with her kindergarten class. Ms. Corpas uses a math menu to differentiate her instruction (for more about math menus see Chapter 7).
4	4.2 "There's Many Solutions!"	3:00	Mrs. Leon and Mrs. Thompson Grade 3	In this clip, Mrs. Thompson summarizes the tiered lesson that her third-grade students experienced (for the entire lesson plan and open-ended problems, see Lesson Idea 4.3: <i>Mystery Puzzles</i> in Chapter 4). We then observe the planning session that Mrs. Thompson and the math coach, Mrs. Leon, held following the lesson. They collaborate to make decisions to support next steps for students working on the open-ended problem.
4	4.3 <i>Mystery Puzzles</i> (A Tiered Activity)	10:12	Mrs. Thompson Grade 3	In this clip, we see excerpts from Mrs. Thompson's use of the tiered activity <i>Mystery Puzzles</i> with her third-grade class.
5	5.1 Tapping Into Multiple Intelligences: Choose Your Center	12:28	Ms. Cocuzzo Grade 2	In this clip, Ms. Cocuzzo carries out her lesson plan designed to tap into the multiple intelligences of her second graders. Read Ms. Cocuzzo's reflection in this chapter before watching the video.
6	6.1 Asking Questions	1:04	Mixed Grades	In this clip, consider the medley of questions that teachers ask on a day-to-day basis in their classrooms.
6	6.2 If It Works in Reading. . .	1:37	Ms. Cocuzzo Grade 2	In this clip, Ms. Cocuzzo supports her students in sharing what they learned during their work at centers (for a more thorough look at the entire lesson see Video Clip 5.1). The student, Mary, has just finished writing another poem; Ms. Cocuzzo is especially interested in the strategies Mary used to complete this task.

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## Video Clips by Chapter *(continued)*



CHAPTER	VIDEO CLIP	LENGTH	TEACHER AND GRADE	DESCRIPTION
6	6.3 Fostering Collaborative Student Partnerships	4:38	Mixed Grades	In this clip, teachers reflect on student partnerships and students collaborate on various tasks.
6	6.4 Using Word Banks	4:35	Mr. Geiger Grade 5	In this video clip the math coach Mr. Geiger is working with a small group of fifth-grade students.
7	7.1 Focusing on the Goal in a Math Workshop	6:42	Ms. Loguidice Grade 5	In this clip, the teacher, Ms. Loguidice, facilitates a math workshop with her fifth graders.
7	7.2 Working within a Math Menu: <i>Scoop and Count</i>	8:19	Ms. Corpas Kindergarten	In this clip, the teacher, Ms. Corpas, sets her kindergarteners up for work within a math menu. She interacts with the children at the <i>Scoop and Count</i> center (one of the activity choices on the menu).
7	7.3 Think Tac Toe	5:04	Ms. Anderson Grade 4	In this clip, Ms. Anderson works with her fourth graders on a Think Tac Toe (see Chapter 7 for the Think Tac Toe activity choices).
8	8.1 A Do-Now Routine	2:06	Ms. Loguidice Grade 5	In this clip, Ms. Loguidice's fifth-grade class engages in a "do-now routine"—a daily routine Ms. Loguidice plans for the first five minutes of each class.
8	8.2 A Math Clinic	7:49	Mrs. Miller Grade 4	In this clip, Mrs. Miller facilitates a division math clinic with a group of her fourth graders. These fourth graders have chosen to do this clinic.
9	9.1 Student and Parent Interviews	2:19	Ms. Corpas Kindergarten	In this clip, Ms. Corpas meets with one of her kindergarten students, Aurora. After the school day, Ms. Corpas then meets with Aurora's mom.
9	9.2 Sustaining Your Differentiation Efforts	1:07	Mixed Grades	In this clip, authors Linda Dacey and Jayne Bamford Lynch share some advice to support you in continuing to sustain your differentiation efforts.

## Video Clips by Grade, Including Demographics

GRADE	TEACHER	SCHOOL AND DEMOGRAPHICS	VIDEO CLIPS
K	 <p><b>Ms. Corpas</b> teaches junior kindergarten and kindergarten. She has been teaching for seven years and loves using creative methods to teach math, such as having her students act out math problems with puppets or incorporating movement and dance into her lessons. Ms. Corpas also credits using the practice of math talk—specifically having her students repeat their peers’ solutions to math problems during class discussions—for helping her students develop a deeper understanding of mathematical ideas.</p>	<p><b>Dr. Martin Luther King, Jr. School</b></p> <p>There are twenty students in Ms. Corpas’ kindergarten class (eight boys and twelve girls). The student body at this school in Cambridge, Massachusetts, is composed of 21 percent Caucasian, 45 percent African American, 17 percent Asian, 13 percent Hispanic, and 4 percent Multi-Race, Non-Hispanic. Fifty-six percent of the students qualify for free or reduced lunch. Thirty-eight percent of the students do not have English as their first language.</p>	<p>4.1 Giving Students a Choice of Their Challenge</p> <p>7.2 Working within a Math Menu: <i>Scoop and Count</i></p> <p>9.1 Student and Parent Interviews</p>
2	 <p><b>Ms. Cocuzzo</b> teaches second grade. She is in her second year of teaching and continuously refers to Howard Gardner’s theory of multiple intelligences when planning differentiated math lessons and centers. By providing students with centers that focus on a range of specific intelligences, Ms. Cocuzzo is able to offer students choice and a variety of approaches they can use to support and explain their mathematical thinking.</p>	<p><b>Kennedy-Longfellow School</b></p> <p>There are eighteen students in Ms. Cocuzzo’s second-grade class (eight boys and ten girls). The student body at this school in Cambridge, Massachusetts, is composed of 37 percent Caucasian, 31 percent African American, 10 percent Asian, 18 percent Hispanic, and 4 percent Multi-Race, Non-Hispanic. Sixty-two percent of the students qualify for free or reduced lunch. Thirty percent of the students do not have English as their first language.</p>	<p>5.1 Tapping Into Multiple Intelligences: Choose Your Center</p> <p>6.2 If It Works in Reading . . .</p>

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## Video Clips by Grade, Including Demographics *(continued)*

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3	 <p><b>Mrs. Thompson</b> has taught second grade and is currently teaching third grade. She has been teaching for six years. She believes every student should have a voice and be able to explain their strategies for solving math problems to others. She employs many 'math talk' moves, including the turn-and-talk method and having students repeat what other students have said. Mrs. Thompson believes that these teaching moves help <i>all</i> of her students, including those with special needs and English language learners.</p>	<p><b>Dr. Martin Luther King, Jr. School</b></p> <p>There are seventeen students in Mrs. Thompson's third grade class (five boys and twelve girls). The student body at this school in Cambridge, Massachusetts, is composed of 21 percent Caucasian, 45 percent African American, 17 percent Asian, 13 percent Hispanic, and 4 percent Multi-Race, Non-Hispanic. Fifty-six percent of the students qualify for free or reduced lunch. Thirty-eight percent of the students do not have English as their first language.</p>	<p>3.2 Fostering the Common Core Standards for Mathematical Practice 4.2 "There's Many Solutions!" 4.3 <i>Mystery Puzzles</i> (A Tiered Activity)</p>
4	 <p><b>Mrs. Miller</b> teaches fourth grade. She has been teaching for six years and feels that providing structured choice in her classroom has finally given her the time to engage in meaningful differentiation. With her students more invested in the work, Mrs. Miller is able to meet all students' needs in a more thoughtful and deliberate manner.</p>	<p><b>The Maria L. Baldwin School</b></p> <p>There are sixteen students in Mrs. Miller's fourth-grade class (eight boys and eight girls). The student body at this school in Cambridge, Massachusetts, is composed of 50 percent Caucasian, 25 percent African American, 10 percent Asian, 8 percent Hispanic, and 7 percent Multi-Race, Non-Hispanic. Thirty-six percent of the students qualify for free or reduced lunch. Nineteen percent of the students do not have English as their first language.</p>	<p>2.1 Interviewing Students During Class 2.3 Using Student Work to Differentiate Instruction 8.2 A Math Clinic</p>

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4	 <p><b>Ms. Anderson</b> teaches fourth grade. She has been teaching for fifteen years. To promote comprehension of math concepts and the awareness of misconceptions, she encourages strong communication skills through speaking, listening, and writing. Ms. Anderson is optimistic about the Common Core State Standards raising the level of student performance within her own classroom as well as the nation at large.</p>	<p><b>Kennedy–Longfellow School</b></p> <p>There are twenty students in Ms. Anderson’s fourth–grade class (nine boys and eleven girls). The student body at this school in Cambridge, Massachusetts, is composed of 37 percent Caucasian, 31 percent African American, 10 percent Asian, 18 percent Hispanic, and 4 percent Multi–Race, Non–Hispanic. Sixty–two percent of the students qualify for free or reduced lunch. Thirty percent of the students do not have English as their first language.</p>	<p>2.2 Partners Working on an Open–Ended Task 7.3 Think Tac Toe</p>
5	 <p><b>Ms. Logiudice</b> teaches fifth grade. She has taught third, fourth, and fifth grades over the past fifteen years. She credits differentiated math instruction and class discussion techniques for increasing the engagement level of her students, especially the bored, disconnected, or unmotivated. She feels that with these approaches, the energy in the classroom changes from relative productivity to alive and vibrant. Ms. Logiudice’s advice to teachers on differentiating instruction is to start small—one talk move, a differentiated menu, a small group—and elicit help when possible. Then just let it grow; soon it will be the only way you can imagine teaching math!</p>	<p><b>The Maria L. Baldwin School</b></p> <p>There are twenty–two students in Ms. Logiudice’s fifth–grade class (eleven boys and eleven girls). The student body at this school in Cambridge, Massachusetts, is composed of 50 percent Caucasian, 25 percent African American, 10 percent Asian, 8 percent Hispanic, and 7 percent Multi–Race, Non–Hispanic. Thirty–six percent of the students qualify for free or reduced lunch. Nineteen percent of the students do not have English as their first language.</p>	<p>7.1 Focusing on the Goal in a Math Workshop 8.1 A Do–Now Routine</p>

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## Video Clips by Grade, Including Demographics *(continued)*

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Instructional Math Coach	 <p><b>Mrs. Leon</b> has been a JK–5 instructional math coach for eight years. In weekly collaboration meetings she supports teachers in using formative and summative data to make instructional decisions. She finds differentiation strategies from <i>How to Differentiate Your Math Instruction</i> highly effective in challenging and engaging every student—a goal not easily achieved but exceptionally rewarding!</p>	<p><b>Dr. Martin Luther King, Jr. School</b></p> <p>The student body at this school in Cambridge, Massachusetts, is composed of 21 percent Caucasian, 45 percent African American, 17 percent Asian, 13 percent Hispanic, and 4 percent Multi-Race, Non-Hispanic. Fifty-six percent of the students qualify for free or reduced lunch. Thirty-eight percent of the students do not have English as their first language.</p>	<p>4.2</p> <p>“There’s Many Solutions!”</p>
Instructional Math Coach	 <p><b>Mr. Geiger</b> is currently a math coach and has been teaching elementary school for 20 years. He sees a real opportunity to motivate both reluctant and enthusiastic math students when they are given a chance to choose “just right” problems and activities. Mr. Geiger enjoys seeing children experience that “aha” moment when there is a perfect intersection between the challenge of the task at hand and the student’s level of mathematical experience.</p>	<p><b>The Maria L. Baldwin School</b></p> <p>The student body at this school in Cambridge, Massachusetts, is composed of 50 percent Caucasian, 25 percent African American, 10 percent Asian, 8 percent Hispanic, and 7 percent Multi-Race, Non-Hispanic. Thirty-six percent of the students qualify for free or reduced lunch. Nineteen percent of the students do not have English as their first language.</p>	<p>2.3</p> <p>Using Student Work to Differentiate Instruction</p> <p>6.4</p> <p>Using Word Banks</p>