




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 4, 5, 6	 <p>Julie McNamara is the author of <i>Beyond Invert and Multiply</i> and is thrilled to be a guest teacher. She is sure she learned far more from the students than they learned from her!</p>	Julie appears as a guest teacher in several of the following clips.
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>	<ul style="list-style-type: none"> 6a Introducing Activity 6.1: Multiplication Patterns 6b Noticing Patterns in Factors and Products 6c Moving from Additive to Multiplicative Language 6d What Number is $\frac{1}{2}$ of 1? 6e Multiplication as Repeated Addition 6f What Do We Know About $6 \times 2\frac{1}{2}$? 6g "$6 \times 2\frac{1}{2}$ Has to Be Greater Than $2\frac{1}{2}$" 6h Applying the Distributive Property to Reason About the Product of $6 \times 2\frac{1}{2}$ 6i $4\frac{1}{2}$ Is More Than 4 But Less Than 5 8a Multiplication Patterns 8e Ms. Lee Revoices Ashley's Justification 8h "Tell Us More About That" 8i Posing a "Thinking Question"

(continued)

Grade	Teacher	Video Clips
Grade 5	 <p data-bbox="278 403 642 654">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 data-bbox="671 188 1185 779"> 1a Placing $\frac{1}{2}$ on the Number Line 1b Using Cuisenaire Rods to Place $\frac{1}{3}$ on the Number Line 1c Using Cuisenaire Rods to Place $\frac{3}{2}$ on the Number Line 1d Deciding Where to Place $\frac{11}{3}$ on the Number Line 3a Reviewing the “Make a 10” Strategy 3b Introducing “Get to the Whole” 3c $\frac{3}{4} + \frac{3}{4}$: Will’s Strategy 3d $\frac{3}{4} + \frac{3}{4}$: Belen’s Strategy 3e $\frac{3}{5} + \frac{4}{5}$: Malaya’s Strategy 3f $\frac{3}{5} + \frac{4}{5}$: Yuli’s Use of Academic Language 8b Muhammad’s Strategy for Adding $\frac{5}{9}$ and $\frac{8}{9}$ 8d What Do You Notice About the Numerators and Denominators of Fractions Equal to $\frac{1}{2}$? 8g Multiple Students Share Their Reasoning About Placing $\frac{1}{2}$ on the Number Line </p>
Grade 6	 <p data-bbox="278 1021 642 1415">Mr. Trenado taught sixth-grade math and science at Lighthouse Community Charter School. He now teaches history and English at Lazear Charter Academy in Oakland, California. He has been teaching for four years and has worked to build great relationships with students and their families. Mr. Trenado grew up in East Oakland in the community he teaches and loves to learn about best practices in teaching.</p>	<p data-bbox="671 806 1213 1066"> 7a Introducing Activity 7.2: How Long? How Far? 7b Comparing the Two Jogging Experiences 7c How Many $\frac{1}{4}$s Are in 1? 7d How Many $\frac{1}{4}$s Are in 2? 7e How Many $\frac{1}{3}$s Are in 2? 8c Using the Cuisenaire Rods to Explain Equivalent Fractions 8f Julian Restates Carlos’s Answer </p>