

Presenter Notes Re: Fractions Task Video Viewing

Possible Responses: The Visible Actions

Time	Visible Action	Explanation
Over the course of the entire clip	<p>Listening</p> <ul style="list-style-type: none"> • Be the ears of the group <p>Navigating</p> <ul style="list-style-type: none"> • providing opportunities for reflection <p>Tone Setting Value and honour</p>	<p>Facilitator speaks very little and intently listens to the group conversation.</p> <p>Teachers are given time and space to reflect on student work and thinking.</p> <p>Participants were at ease sharing thinking and wonderings; building off of each other's ideas</p>
*Entirety of when facilitator speaks	<p>Listening</p> <ul style="list-style-type: none"> • Echo statements back to the group <p>Navigating</p> <ul style="list-style-type: none"> • Narrow in and synthesize ideas <p>Being a Knowledgeable Other Bring mathematics content and research-based information to the group</p>	<p>Synthesizes participants' discussion in a clarifying way by noting 2 distinct key ideas from their conversation</p> <ul style="list-style-type: none"> • A [drawn] representation is an approximation • [Students] knowing that they should be equal amounts...equal partitions

Possible Responses: The Invisible Actions

Quote Thought Bubble	Invisible Action	Explanation
"Partitioning, hmm, equal amounts?"	<p>Window Finding</p> <ul style="list-style-type: none"> • Connect to key mathematics concepts to reveal at the right moment 	<p>Sees they are discussing an important mathematical idea and makes mental note to clarify at appropriate time in conversation</p>