Grade 7 – Walking to Win Day 1

https://connectedmath.msu.edu/cmp-classroom-videos/watch-videos/grade-7/walking-to-win-first-class-period/walking-to-win-full-length/

These resource sheets utilize the framework to unpack instances of formative assessment from CMP classroom videos. These video resources can be used for planning for and reflecting on formative assessment seen in daily practice. The completed tables are not exhaustive; they provide examples of the enactment of formative assessment practices in the CMP classroom.

	Anticipating Student Thinking *Setting Up a Plan*	Gathering and Analyzing Evidence *Making Sense of What Students Know*	Adapting Based on Student Thinking *Acting on the Evidence*
Launch	(:00 - 3:55) ● The teacher helps connect students' prior experiences of determining their own walking rates to the walking rates of Emile and Henri. ● The teacher helps relate the challenge of the problem to students' own experience with their siblings. ● The teacher provides needed supplies for students to document their work. (20:12-20:39) The teacher discusses the mathematical goal for the lesson and how she would use what students have previously learned to approach this goal.		
Explore	(20:40-22:06) The teacher discusses the three main things she was looking for as students were working: 1) the different approaches (tables, equations, guess and check, and graphing) students were using in order to draw attention to different strategies and representations in the Summary, 2) any groups that were stuck that needed any extra question to get started, and 3) groups that	(5:35-7:08) The teacher works with Emmett's group asking probing questions to understand students' individual strategies to help make connections among the different strategies students are using to approach the Problem. In doing so, the teacher restates one student's approach of "going by 10s" in terms of thinking about a table of values.	

	were flying through the problem and needed another question to push them.	(7:09-9:01) ● The teacher works with Kristen and Bryce to help them make sense of the quantities (seconds and meters) shown in their table. ● The teacher asks students about their use of certain values in their table, "Why did you start going by 10s, then later by 1s?" ● The teacher helps students see the connection by asking them to put both graphs on the same graph paper. (9:50-11:52) The teacher revisits Emmett's group to help them make connections about the ways they are interpreting the different quantities. The teacher asks questions such as "What does 25 represent? Is 25 the number of meters? What's the 2.5, then? When you were grouping in 10s, were those groups of 10 seconds?"	
Summarize	(15:24-16:25) The teacher asks questions about the different kinds of strategies students used in the Problem. She encourages students to observe and decide the representations and strategies to document in their notes.	(15:24-18:49) In the Summary, students from different groups describe their thinking behind their work to the class. Students ask Travis clarifying questions about his group's strategy of guess and check and how the group decided to test certain values. Tyler then makes a connection between how his group thought about the Problem and how Travis talked about his group's strategy.	(18:50-20:11) Travis says that the head-start for the problem is unrealistic and too obvious to make the race seem close. Other students in the class agree with him. The teacher tells students they will explore walking rates that aren't as drastically different the next day in class. (22:08-23:15) The teacher wants to use tomorrow to look more into the students' concerns about the large head start value and the difference between the two walking rates.