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| Activity | Time | Description/Prompt | Materials |
| Video: Speed | 3 minutes | Video:<https://vimeo.com/125927211>  | * Projector
* Video
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| Video Discussion | 2 minutes | Questions for the Discussion is from BCPS1. How does thinking deeply about math help you understand the process?
2. How do you see yourself answering the following questions?
* Why does this work?
* How is this method connected to other methods?
* What would a drawing of this situation look like?
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| Journal Prompt | 5 minutes | Journal Prompt is from BCPS* Laurent Schwartz said, “What is important is to deeply understand things and their relations to each other. This is where intelligence lies. The fact of being quick or slow isn’t really relevant.” What does this mean to you?
 | * Journal
* Pencil
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| [Paper Folding](https://bhi61nm2cr3mkdgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/WIM-Day-3-Gr-5-9-vF.pdf) | 25 minutes | 1. Ask students to make a square out of an 8.5 X 11 paper or provide a square sheet of paper for them.
2. Ask students to complete #1. Model being a skeptic while one student proves their folded square represents ¼ of the area of a square.
3. Ask students to continue with 2-5 of the paper folding activity and switch roles as the convincer and the skeptic.
 | * Paper
* Pencil
* Folding handout, page 5
* One square piece of paper for each student. 8.5 X 8.5 is a good size
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| Dot Card Number Talk | 5 minutes | 1. Show the dot card visual to students. Put it away before they have time to count and ask them how many dots they saw and how they saw them. See this video for more detail. <https://www.youcubed.org/jo-dot-card-number-talk/>
2. Draw as many examples of student representations as possible.
 | * 1 copy of the dot card visual for display, page 6
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| Closing | 3-5 minutes | Review the key concepts:* Math should never be associated with speed.
* Students should always pause for reflection and take time to make sense of the math they are learning.
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