Turkey Time Video Assignment [10% + 10%]

EDBE 8P39 Fall 2021.

This is a paired assignment. You may complete this assignment individually or in a pair. It is expected that the workload here will be shared equally.

Before beginning the assignment:

- Study the High Impact Instructional Practices document thoroughly. (http://www.edu.gov.on.ca/eng/teachers/high-impact-instruction-math.pdf),
- Solve the problems associated with the Turkey Time video yourself BEFORE watching the videos. Try to think of and represent multiple ways that students may approach these problems. Attend to your own mathematical thinking and consider what mathematical processes you might be engaged in.

- View the Turkey Time Videos [your instructor will let you know which ones].

The assignment:

- Working in pairs respond to the following two prompts:

    - **Prompt 1: Focusing on Student Thinking**
      Mathematical Models/Processes & Student Strategies/Thinking:
      Consider the different mathematical models that students use for the main lesson problem. What type of mathematical thinking is associated or demonstrated by students using these models (eg. additive, multiplicative, algebraic, proportional, other). What mathematical processes are being called upon in this lesson? Provide evidence from the videos and readings.

    - **Prompt 2: Focusing on Effective Teaching**:
      With reference to the HIIP document and ON Curriculum document explain with evidence drawn from the videos whether each specific HIIP is present or not. How does each practice that is present contribute to the success (student learning) of this lesson?

You may use the templates provided to submit these assignments.

EDBE 8P39 - Due Week 6.

The Problems

Minds On Problem:
Hamza loves dark chocolate with orange bits and bought a 1200g bar for $10.00
Ryan loves extra-dark chocolate and bought Guylian's 1.3kg bar for $10.00
Whose chocolate bar costs more or is it the same?

Lesson Problem:
A turkey weighs 9.75kg. It takes about 20 minutes to cook 500g of this turkey. Based on this information, how many minutes does it take to cook the whole turkey?

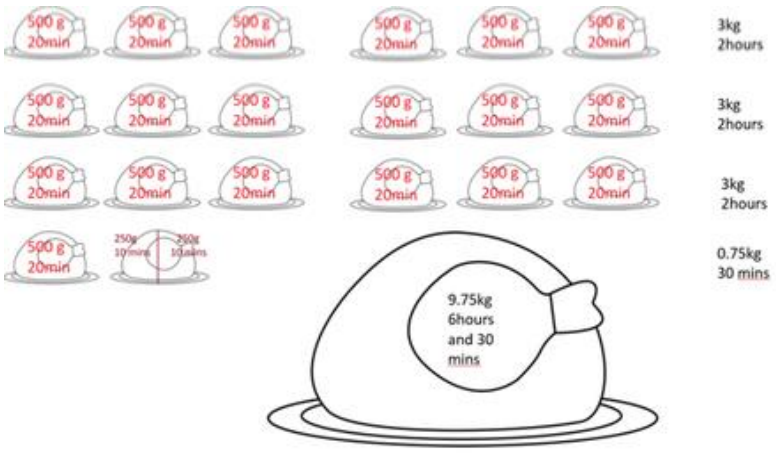
Consolidation Problem
The price for a box of 2 dozen chocolate bars is $4.50. Yvonne wants to buy 5 dozen chocolate bars. What will she have to pay?

[It is necessary for you to do the mathematics in order to understand the mathematical sense-making that students engage in. These do not need to be submitted to the instructor and are not part of the evaluation.]

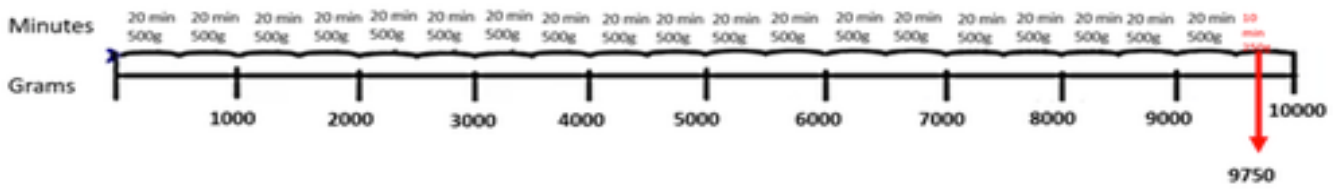
Prompt 1: Focusing on Student Thinking (Scoring: 3 marks for each up to a maximum of 10).

Mathematical Models/Processes & Student Strategies/Thinking:

Consider the different mathematical models that students use for the main lesson problem. What type of mathematical thinking is associated or demonstrated by students using these models (eg. additive, multiplicative, algebraic, proportional, other). What mathematical processes are being called upon in this lesson? Provide evidence from the videos and readings.



	Answer, Reasoning & Evidence.
Mathematical model(s) (none, concrete, visual/pictorial, linear, computational, other)	
Mathematical Thinking (additive, multiplicative, proportional, spatial, probabilistic, computational	
Mathematical Processes (Communicating, Connecting, Problem Solving, Reasoning & Proving, Reflecting, Selecting tools and strategies)	
Other notes about student thinking and actions or questions you have	



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Mathematical Thinking (additive, multiplicative, proportional, spatial, probabilistic, computational	
Mathematical Processes (Communicating, Connecting, Problem Solving, Reasoning & Proving, Reflecting, Selecting tools and strategies)	
Other notes about student thinking and actions or questions you have	

Minutes	Grams
1	25
20	500
30	750
40	1000
80	2000
160	4000
320	8000
360	9000
390	9750

	Answer, Reasoning & Evidence.
Mathematical model(s) (none, concrete, visual/pictorial, linear, computational, other)	
Mathematical Thinking (additive, multiplicative, proportional, spatial, probabilistic, computational	
Mathematical Processes (Communicating, Connecting, Problem Solving, Reasoning & Proving, Reflecting, Selecting tools and strategies)	
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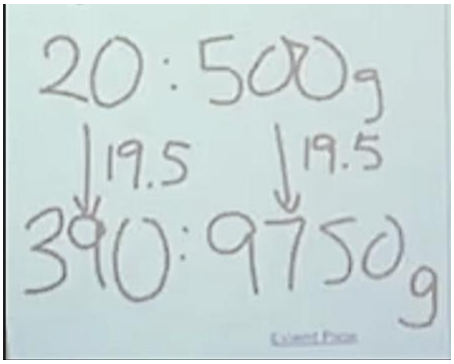

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Mathematical model(s) (none, concrete, visual/pictorial, linear, computational, other)	
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Mathematical Processes (Communicating, Connecting, Problem Solving, Reasoning & Proving, Reflecting, Selecting tools and strategies)	
Other notes about student thinking and actions or questions you have	

Prompt 2: Focusing on Effective Teaching:
With reference to the HIIP document and ON Curriculum document explain with evidence drawn from the videos whether each specific HIIP is present or not. How does each practice that is present contribute to the success (student learning) of this lesson?
Scoring - 2 points for evidence and contribution to learning for each HIIP present up to 10 points max.

High Impact Instructional Practice.	**Present/Not Present or "no evidence." Evidence from video (where, what, when, who). How the practice contributes to student learning in lesson.**
Learning goals & Success Criteria	
Problem-solving tasks and experiences	
Tools and Representations	
Math Conversations	
Descriptive Feedback	
Small-group instruction	
Teaching about problem solving	
Deliberate practice	
Flexible groupings	
Direct Instruction	
Other teacher moves you noticed and found important for student learning not covered above.	