## Connecting Student Work to the Goals of the Lesson—Part 2

| 1  | TEACHER: | So what were you guys able to figure out?  |
|--|----------|--|
| 2<br>3<br>4<br>5<br>6<br>7<br>8<br>9                           | MAE:     | So we took those little squares that we had, and we made the steps.<br>And then we rearranged them to make them easier to figure out how many there were.  |
|  | TEACHER: | So you rearranged your squares into a different shape?   |
|  | MAE:     | Yeah.  |
| 10<br>11<br>12   | TEACHER: | What shape did you rearrange it into?  |
| 13<br>14<br>15<br>16<br>17<br>18<br>19<br>20<br>21<br>22<br>23 | MAE:     | And we made it so it was a step where it could be like, this number by this number, to get how many squares there were.  |
|  | TEACHER: | And I think that was actually something you guys were rearranging into a rectangle, as well. So what was the pattern you were able to notice, once you got your tiles in the right shape?  |
|  | MAE:     | OK, so for number 4, it would be 2 times 5 would get you the 10 for how many cubes there were. For what I drew, there's the same amount of like squares as there is for the other one, and they're just like moved into a different shape. |
| 24<br>25   | TEACHER: | And how did you connect that 2 to the figure number of 4?  |
| 26<br>27<br>28<br>29<br>30                                     | MAE:     | Because the stage numbers is 4, so then we just were looking at it, and we're like, oh, 2 is half of 4, so maybe that has something to do with it.   |
| 31<br>32   | TEACHER: | OK.  |
| 33   | MAE:     | And then we did the same thing for the 5.  |
| 34<br>35   | TEACHER: | And how did you relate 5 to the stage number?  |
| 36<br>37   | MAE:     | It's 1 more than the stage number.   |
| 38<br>39   | TEACHER: | What were you able to figure out then past there?  |
| 40<br>41   | MAE:     | Then we figured out the equation.  |
| 42<br>43<br>44   | TEACHER: | And what did your equation look like? Can I actually have you graph it on the Desmos here?   |

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