
Buttons Task

Source: Inside Mathematics

Tools: Teaching and Learning/Curriculum

DESCRIPTION

Coaches and teachers can explore both the language of the Standards for Mathematical Practice and sample tasks from the national assessment projects as contexts through which they can consider the implications that the practices will have on their classrooms and students.

STRATEGIES FOR IMPLEMENTATION

To begin analysis of a mathematical task, ask the teacher or teacher team to complete the task individually. Try to solve the task using more than one way. After completing the task, they can use the rubric to evaluate their work. Ask them to reflect on the task and answer the following questions:

- What content was being addressed?
- What student misconceptions would you anticipate?
- How could you implement this task?
- What mathematical practice(s) would be targeted for development?
- What strategies were used to solve the task?

Then ask the teacher(s) to review the student work and use the following questions for reflection.

- What were students thinking?
- What strategies were used? Were they effective strategies?
- What were the errors or student misunderstandings?
- What are implications for further instruction?
- What specific learning would you provide to address the misconceptions?