Figure 2.4

Mathematics Instruction and Higher-Level-Cognitive-Demand Task Scenario

Directions: Read the scenario, and examine the inequality task activity described in figure 2.5 (pages 89–90). Then, answer the questions that follow the scenario.

Ms. Schneider enters her sixth-grade accelerated class prepared to facilitate instruction to engage her students in an active learning experience. A few of her team members were able to come to her class and observe students during the lesson. As her students are settled into the class, she presents the inequality task shown in figure 2.5 (pages 89–90). Since she had planned the unit with the sixth-grade team, she is excited about sharing her students' experiences when the team meets again.

1. Ms. Schneider and her team created this task because they thought it would engage students. Why do you suppose they considered the inequality task an engaging task?

2. How would you modify the task to increase its potential to engage students?

3. What is the essential learning standard for this mathematical task?

4. What might make the mathematics of the task less or more challenging for your students?

5. What is the real-life model for this task? What other real-life model might be a useful context for the same mathematics in this task?

6. What can you learn about students as they engage in and respond to this task?

7. What do you expect students' questions to be regarding the task? What do you expect students' misunderstandings to be regarding the task?

8. Because student responses to the mathematical task will vary, how do you propose team members use the task in class?