

Common Core Task Activity

“ A Question of Numbers”

The purpose of this exercise is to help students become accustomed to using the CCSS mathematical practices that must be employed to become mathematically proficient. It is imperative that the use of the mathematical practices become routine and embedded within students' thinking. Therefore, this activity promotes self actualization of the practices within a task as well as knowledge of the content standards. Teachers are strongly encouraged to do this activity with their students as it contains benchmark papers and annotated student work. The students have an opportunity to look closely at what the task requires in regards to content, to demonstrate mastery and discover why the math practices are important. In addition, this activity will help teachers understand the expectations of the PBA (Grades 3-5) and provide guidance for planning future lessons.

[Grade Three- A Question of Numbers \(Assessment Task\)](#) This link contains an Insidemathematics.org task that has a sequence of questions that ask students to demonstrate their understanding of place value.

Using the information in the link above:

1. Have students complete the assessment task pp. 96-97. Allow 10-15 minutes of Private Think Time for students to work independently on the question.
2. Then allow small groups of four to discuss the problem and how each person solved it.
3. During small group discussions walk around and select examples to share during whole-group discussion. It is important she students to hear different solutions paths as well as other's errors and misconceptions.
4. Move to whole group discussion where students can share, discuss, and analyze each other's work. Have selected students share their solution path, discuss meaning of mathematical ideas, put ideas into their own words, add on to ideas and ask clarifying questions.

Extension:

5. With other grade level teachers, in a PLC setting, review with students the sample of student work Benchmark papers and the Annotated Student Work (pp. 100-111). Discuss why each student received their score and the processes and proficiencies that each student demonstrated as they relate to the mathematical practice standards.
6. Share the samples of student work with your students and provide an opportunity to analyze the work. How would they score the student's work? How would they score the work of their classmates?