

Math Tasks

Open-Ended Rich Tasks



MATH TASK 4: Aquarium

Name: Liam

Katie is taking her family to the aquarium. She is taking 8 people with her. Using the table below, write an equation for how much it would be to take her family to the aquarium. Then, solve the equation.

Admission Prices	
Adult (18-60)	\$12.00
Senior (61-100)	\$8.00
Children (4-17)	\$4.00
Children (0-3)	FREE

$$\begin{array}{r}
 2 \text{ adults} = \$24 \\
 1 \text{ grandma} = 8 \\
 4 \text{ kids} = \$16 \\
 1 \text{ baby} = 0 \\
 \hline
 = \$65 \text{ in all}
 \end{array}$$



If you decide they want to come too, write an equation to show how much it would cost and then solve the equation. How much does it cost for...

$$\begin{array}{r}
 (2 \times 12) + (3 \times 4) = \\
 24 + 12 = \$36 \text{ in all}
 \end{array}$$

MATH TASK 6: Movie Treats

Name: Oliver

A movie theater in your town is holding "Throwback Thursdays" every week. Every Thursday, the theater plays an old movie for free. You want to buy some candy for you and your friends to eat while watching the movie this Thursday. Your friends can't figure out what they want and ask you to order them all the exact same thing that you are getting. Write an expression to show how much each treat is going to cost. Then solve the expression.

(Example: If I was buying treats for just myself, I might write an expression that looks like this: $(1 \times \$2.00) + (1 \times \$1.75)$, etc.)

Item	Cost
Candy bar	\$2.00
Popcorn (large)	\$5.00
Popcorn (small)	\$3.00
Licorice	\$1.75
Drink (large)	\$4.00
Drink (small)	\$3.00
Ice Cream	\$3.75
Candy Bars	\$2.75

$$\begin{array}{l}
 (4 \times 2.00) + (4 \times 5) + \\
 (4 \times 3.00) + (4 \times 1.75) = \\
 10 + 20 + 14 + 7 = \\
 \$62
 \end{array}$$



Challenge If you bought the same thing every week for two months, what would the expression look like?

$$62 \times 8 \text{ weeks} = 5496 \text{ in all}$$

5th
GRADE



CREATE ABILITIES

Math Rich Tasks Grade 5

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Classroom-Ready Rich Math Tasks, Grades 4-5 Beth McCord Kobett, Francis (Skip) Fennell, Karen S. Karp, Delise Andrews, Sorsha-Maria T. Mulroe, 2021-04-14 Detailed plans for helping elementary students experience deep mathematical learning Do you work tirelessly to make your math lessons meaningful challenging accessible and engaging Do you spend hours you don't have searching for adapting and creating tasks to provide rich experiences for your students that supplement your mathematics curriculum Help has arrived Classroom Ready Rich Math Tasks for Grades 4 5 details more than 50 research and standards aligned high cognitive demand tasks that will have your students doing deep problem based learning These ready to implement engaging tasks connect skills concepts and practices while encouraging students to reason problem solve discuss explore multiple solution pathways connect multiple representations and justify their thinking They help students monitor their own thinking and connect the mathematics they know to new situations In other words these tasks allow students to truly do mathematics Written with a strengths based lens and an attentiveness to all students this guide includes Complete task based lessons referencing mathematics standards and practices vocabulary and materials Downloadable planning tools student resource pages and thoughtful questions and formative assessment prompts Guidance on preparing launching facilitating and reflecting on each task Notes on access and equity focusing on students strengths productive struggle and distance or alternative learning environments With concluding guidance on adapting or creating additional rich tasks for your students this guide will help you give all of your students the deepest most enriching and engaging mathematics learning experience possible [Mathematics Tasks for the Thinking Classroom, Grades K-5](#) Peter Liljedahl, Maegan Giroux, 2024-05-27 Practical and proven math tasks to maximize student thinking and learning Building upon the blockbuster success of Building Thinking Classrooms in Mathematics Peter Liljedahl has joined forces with co author Maegan Giroux to bring the Building Thinking Classrooms BTC framework to life in this new book Mathematics Tasks for the Thinking Classroom Grades K 5 But this book is so much more than simply a collection of good thinking tasks It delves deeper into the implementation of the 14 practices from the BTC framework by updating the practices with the newest research and focusing on the practice through the lens of rich math tasks that address specific mathematical learning outcomes or standards Across the 20 non curricular tasks and 30 curricular tasks used as models this book Helps you choose tasks to fit your particular math standards goals and the competencies you want your students to build Walks you through all the steps and scripts to launch facilitate and consolidate each task Shares examples of possible student solutions along with hints you might offer to help their thinking along Offers tasks for consolidation example notes to my future forgetful self and mild medium and spicy check your understanding questions CYUs for every thin sliced sequences of curricular tasks Imparts reflections from the authors on each task The book closes with specific guidance on how to find more tasks or craft your own non curricular and curricular tasks along with answers to educators frequently asked questions It includes access to a

companion website that includes downloadables and a task template for creating your own tasks Whether you are new to BTC or a seasoned user Mathematics Tasks for the Thinking Classroom Grades K 5 will help teachers coaches and specialists transform traditional math classrooms into dynamic and thought provoking learning spaces *The Five Practices in Practice [High School]* Margaret (Peg) Smith, Michael D. Steele, Miriam Gamoran Sherin, 2020-02-26 This book makes the five practices accessible for high school mathematics teachers Teachers will see themselves and their classrooms throughout the book High school mathematics departments and teams can use this book as a framework for engaging professional collaboration I am particularly excited that this book situates the five practices as ambitious and equitable practices Robert Q Berry III NCTM President 2018 2020 Samuel Braley Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring selecting sequencing and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence This follow up to the modern classic *5 Practices for Orchestrating Productive Mathematics Discussions* shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry oriented classroom This book will help you launch meaningful mathematical discussion through Key questions to set learning goals identify high level tasks anticipate student responses and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in opportunities for you to consider effective ways to monitor students ideas and successful approaches for selecting sequencing and connecting students ideas during instruction Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction The book and companion website provide an array of resources including planning templates sample lesson plans completed monitoring tools and mathematical tasks Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom [Making School Maths Engaging](#) Anne Prescott, Mary Coupland, Marco Angelini, Sandra Schuck, 2020-10-19 This book provides an account of a large scale national STEM initiative in Australia the Maths Inside Project which is designed to increase secondary school students engagement and participation in mathematics The project s modules include videos illustrating how scientists use mathematics to find solutions to real world problems as well as themed activities linked to the school curriculum for mathematics Outlining the current debates concerning mathematics education in Australia and beyond the book describes the development and implementation of the modules to guide their use by teachers in year 8 12 Australian mathematics classrooms It concludes with a discussion of the research showing how the project increased student engagement The book

discusses the partners involved in the project including scientists a national mathematics teachers association and the authors university It also offers insights into how to embark on pedagogical improvement through collaboration between individual institutional stakeholders Providing details of the modules to enable teachers and teacher educators to help their students better understand and utilise the curriculum resources of Maths Inside the book is a useful resource for educators around the globe wanting to make mathematics engaging topical and relevant for secondary school students *Tasks in Primary Mathematics Teacher Education* Barbara Clarke,Barbro Grevholm,Richard Millman,2008-10-25 *Tasks in Primary Mathematics Teacher Education* is intended to advance relevant research and innovative international practices in the preparation and professional development of mathematics teachers Emerging from discussion at the ICMI study on teacher professional development this volume focused on primary and elementary teachers culls a richness that can only be found by gathering wisdom from varied experiences around the world The choice of tasks and the associated pedagogies is a key aspect of teaching and learning mathematics Arguing that what students learn is largely defined by the tasks they are given several major themes are presented One such major strand the form function and focus of tasks is discussed throughout several chapters offering analysis discussion of implementation and exemplars of a broader category of illustrative techniques for developing critical understanding **Classroom-Ready Rich Math Tasks, Grades K-1** Beth McCord Kobett,Francis (Skip) Fennell,Karen S. Karp,Delise Andrews,Latrenda Knighten,Jeff Shih,2021-04-20 Detailed plans for helping elementary students experience deep mathematical learning Do you work tirelessly to make your math lessons meaningful challenging accessible and engaging Do you spend hours you don t have searching for adapting and creating tasks to provide rich experiences for your students that supplement your mathematics curriculum Help has arrived *Classroom Ready Rich Math Tasks for Grades K 1* details 56 research and standards aligned high cognitive demand tasks that will have your students doing deep problem based learning These ready to implement engaging tasks connect skills concepts and practices while encouraging students to reason problem solve discuss explore multiple solution pathways connect multiple representations and justify their thinking They help students monitor their own thinking and connect the mathematics they know to new situations In other words these tasks allow students to truly do mathematics Written with a strengths based lens and an attentiveness to all students this guide includes Complete task based lessons referencing mathematics standards and practices vocabulary and materials Downloadable planning tools student resource pages and thoughtful questions and formative assessment prompts Guidance on preparing launching facilitating and reflecting on each task Notes on access and equity focusing on students strengths productive struggle and distance or alternative learning environments With concluding guidance on adapting or creating additional rich tasks for your students this guide will help you give all of your students the deepest most enriching and engaging mathematics learning experience possible

Research Anthology on Computational Thinking, Programming, and Robotics in the Classroom Management Association,

Information Resources,2021-07-16 The education system is constantly growing and developing as more ways to teach and learn are implemented into the classroom Recently there has been a growing interest in teaching computational thinking with schools all over the world introducing it to the curriculum due to its ability to allow students to become proficient at problem solving using logic an essential life skill In order to provide the best education possible it is imperative that computational thinking strategies along with programming skills and the use of robotics in the classroom be implemented in order for students to achieve maximum thought processing skills and computer competencies The Research Anthology on Computational Thinking Programming and Robotics in the Classroom is an all encompassing reference book that discusses how computational thinking programming and robotics can be used in education as well as the benefits and difficulties of implementing these elements into the classroom The book includes strategies for preparing educators to teach computational thinking in the classroom as well as design techniques for incorporating these practices into various levels of school curriculum and within a variety of subjects Covering topics ranging from decomposition to robot learning this book is ideal for educators computer scientists administrators academicians students and anyone interested in learning more about how computational thinking programming and robotics can change the current education system **Tangrams: Grades 5-6**

,1996 **Handbook of Research on Integrating Computer Science and Computational Thinking in K-12 Education** Keengwe, Jared,Wachira, Patrick,2019-12-13 As technology continues to develop and prove its importance in modern society certain professions are acclimating Aspects such as computer science and computational thinking are becoming essential areas of study Implementing these subject areas into teaching practices is necessary for younger generations to adapt to the developing world There is a critical need to examine the pedagogical implications of these technological skills and implement them into the global curriculum The Handbook of Research on Integrating Computer Science and Computational Thinking in K 12 Education is a collection of innovative research on the methods and applications of computer science curriculum development within primary and secondary education While highlighting topics including pedagogical implications comprehensive techniques and teacher preparation models this book is ideally designed for teachers IT consultants curriculum developers instructional designers educational software developers higher education faculty administrators policymakers researchers and graduate students **Teaching and Learning Mathematics** Linda Jensen Sheffield,Douglas

E. Cruikshank,2004-03-29 Help students make sense of mathematics Rather than merely discussing how to improve students ability to do mathematics this fifth edition focuses on helping them make sense of mathematics Based on research on the functioning of the mind as it engages in learning the text supports teachers as they promote mathematical understanding strengthen students abilities to think and help students to attain computational fluency Features A rich collection of ready to use learning activities Fully integrated language and intent of Principles and Standards for School Mathematics PSSM A greater emphasis on problem solving and higher level thinking A greater focus on teaching mathematics to diverse learners

Descriptions of a variety of promising and effective mathematics programs for the K 8 levels **Teaching Children Mathematics** ,2008-08 Teaching Today's Mathematics in the Middle Grades Art Johnson,Kit Norris,2006 Teaching Today's Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long BeachThe authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University **Today's Mathematics, Activities and Instructional Ideas** James W. Heddens,William R. Speer,2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 The Australian Mathematics Teacher ,2003 Thrust for Educational Leadership ,1993 **Mathematics Teaching in the Middle School** ,2009-08 **El-Hi Textbooks in Print** ,1982 *Resources in Education* ,1996 **Activities Manual for Elementary School Teachers - Mod Math** Wheeler,1995 This book was published exclusively with the goal of preparing students to be future elementary school teachers This four color book is exactly the same as Wheeler and Wheeler's Modern Mathematics Ninth Edition with the following additions The preface was written directly with the goal of educating elementary school teachers NCTM Standards are included in the book's end papers and Reproductions of actual pages from

four color elementary school textbooks have been added Guided by a team of reviewers and suggestions from more than 130 professors the authors have produced an important revision At the beginning of each section goals and objectives have been replaced by statements from the NCTM Standards Within each section the authors present the content examples problem sets and laboratory exercises that fulfill the philosophy and the direction suggested by the Standards In this edition Ruric Wheeler is joined by his son Ed as co author An activities manual for prospective elementary school teachers has been completely rewritten by a team of authors with many years of experience teaching elementary and middle school students In addition to a rich variety of activities it includes Talk to Teachers a section that discusses the significance of each activity in the growth and preparation of the young student Current Index to Journals in Education ,2001

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