

Week 2 Day 1

Today we are going to do a mathematical activity and see how we can collect information about student thinking to inform our instruction.

5 Nonnegotiable from the Reading

- *Clarify and share learning intentions and criteria for success with students.*
- *Engineer effective classroom discussions, questions, and learning tasks.*
- *Provide feedback that moves learners forward.*
- *Activate students as the owners of their own learning.*
- *Encourage students to be instructional resources for one another.*

At your table, each person will be assigned one of the Nonnegotiables to review and share **two** key ideas with your tablemates.

Focus Questions for the table group:

1. What concepts do you agree with?
What resonated with your own thinking?
2. What questions do you still have?

Write out your table group's responses and turn them into your facilitator.

TEACHER GOAL FOR THE FOLLOWING TASKS

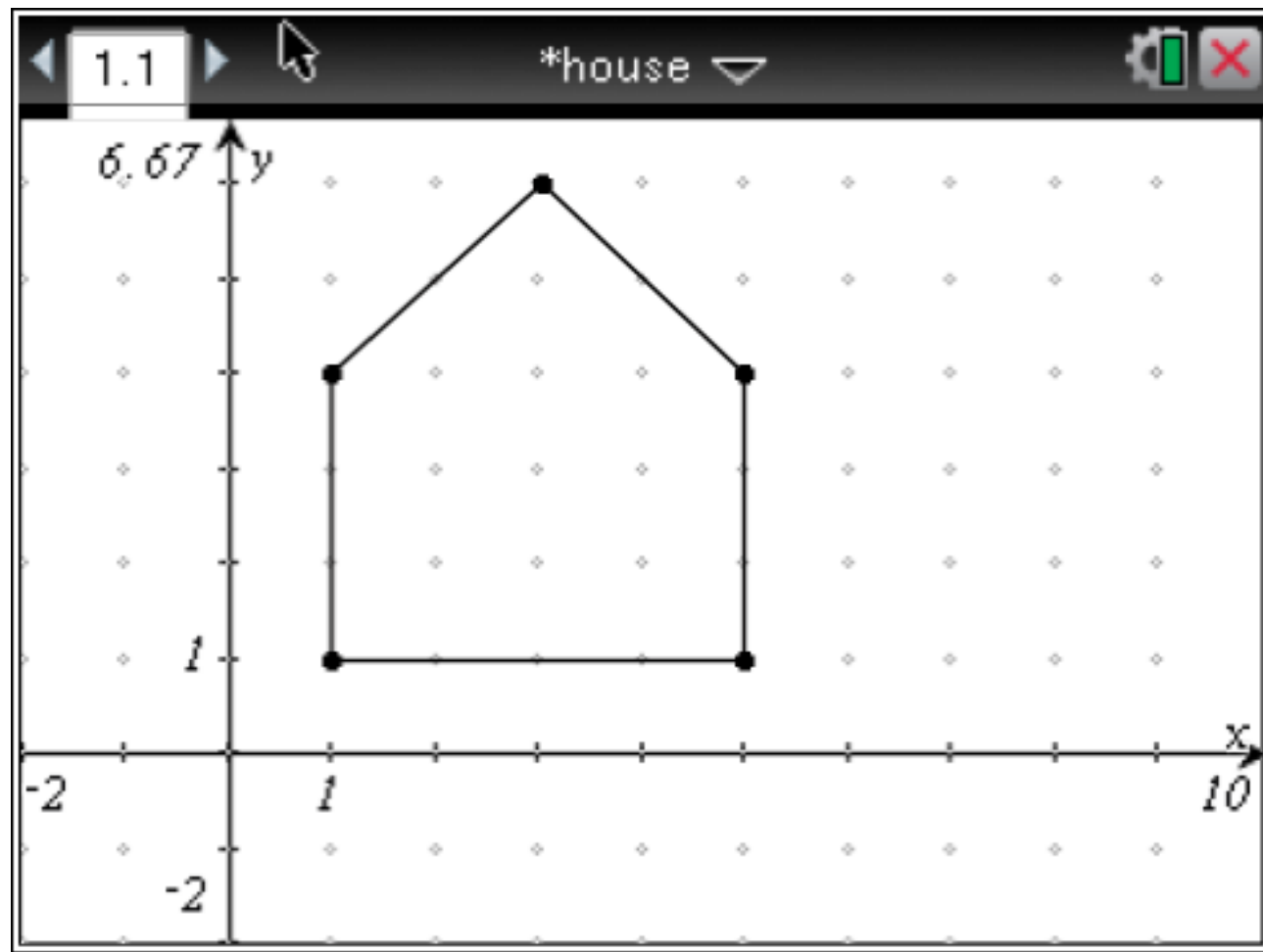
The student will:

- Think of area as a concept.
- Apply the area formulae in a non-routine context.

Math Task

The Pentagon Problem:

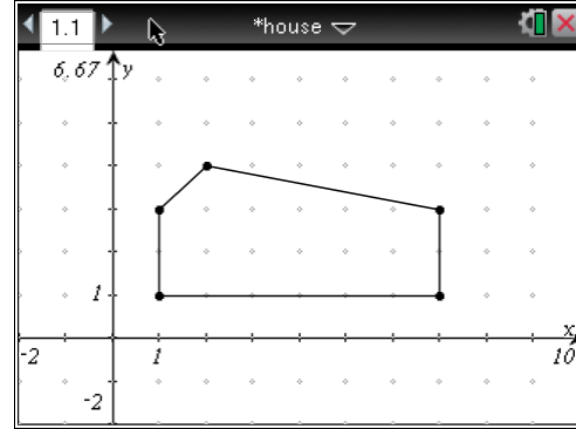
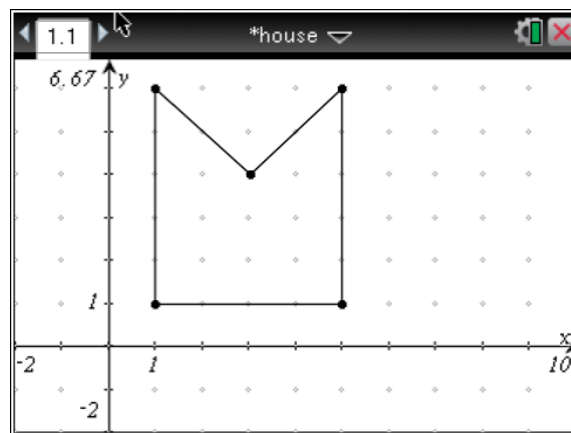
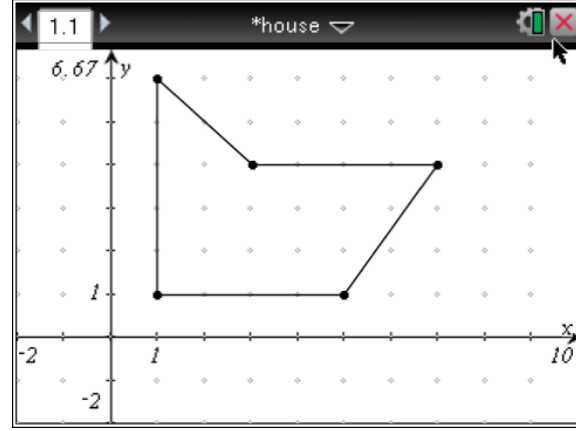
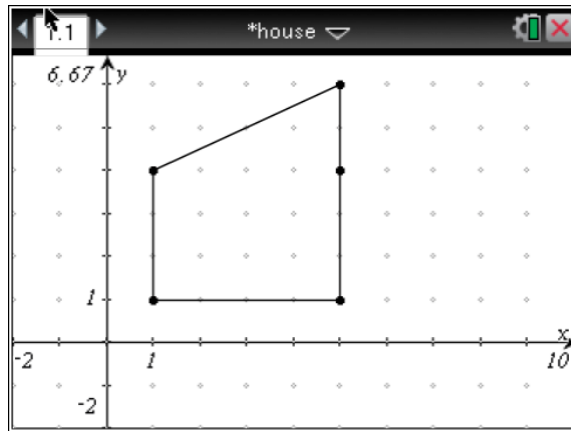
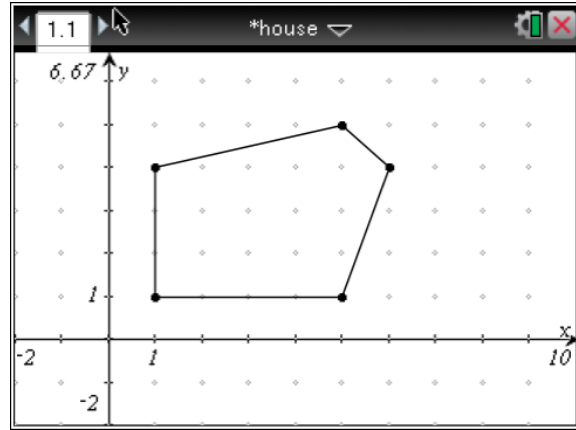
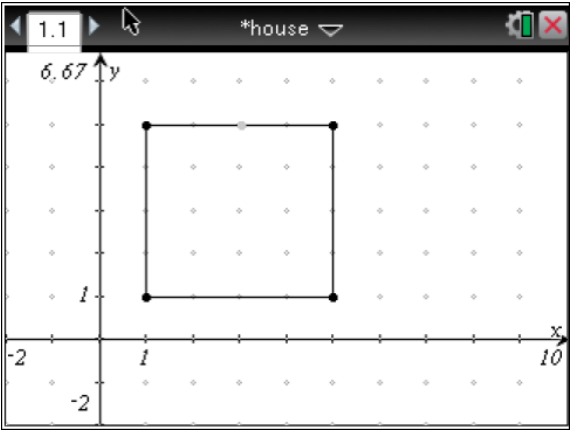
1. Find the area of the pentagon.
2. Find another non-congruent pentagon that has the same area.
3. Share your solution and discuss the strategy you used. Be ready to share and justify your table's strategies.



Student Task

Here is a set of student solutions:

1. Determine which are valid, invalid, and which ones you have questions about, and
2. Be able to justify your reasoning.



Exit Task

- A. What other things should/could you consider to get information from your students to guide your instruction?
- B. Which of the 5 Nonnegotiables do today's activities illustrate?
 1. Finding the area
 2. Finding other non-congruent pentagons
 3. Looking at student work.

The 5 Nonnegotiables

1. Clarify and share learning intentions and criteria for success with students.
2. Engineer effective classroom discussions, questions, and learning tasks.
3. Provide feedback that moves learners forward.
4. Activate students as the owners of their own learning.
5. Encourage students to be instructional resources for one another.