

Editing Flexible Tasks



More Good Questioning: Ways to Differentiate Secondary Mathematics Instruction

As you read the excerpt, think about the following prompts:

- How do the ideas presented on open questioning relate to the question grid discussed in the last session?
- How can open questions make a problem more accessible to all students?



Stand and Talk

Stand up, find a participant who you have not worked with yet, take turns sharing what you thought about.

Questions:

- How do the ideas presented on open questioning relate to the question grid discussed in the last session?
- How can open questions make a problem more accessible to all students?



Goals for this session:

- Provide you with time to work on developing tasks to use in your class.
- Two options: Edit the task that you brought OR develop a new task to be used in an upcoming unit.



Work time protocol

1. Share task with partner as is
2. Listen to how they think students would approach the problem
3. Share concerns about the activity
4. Work together to revise the task

Repeat the above for each member of your group.



Finished?

- If you finish early, brainstorm other ideas for tasks or open questions to use in an upcoming unit.



Share Out

- A task that your are excited about
- Something that your group found helpful to edit tasks
- Thoughts about implementing these ideas (roses or thorns)



References

Small, Marian, and Amy Lin. *More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction*. Teachers College Press, 2010.

