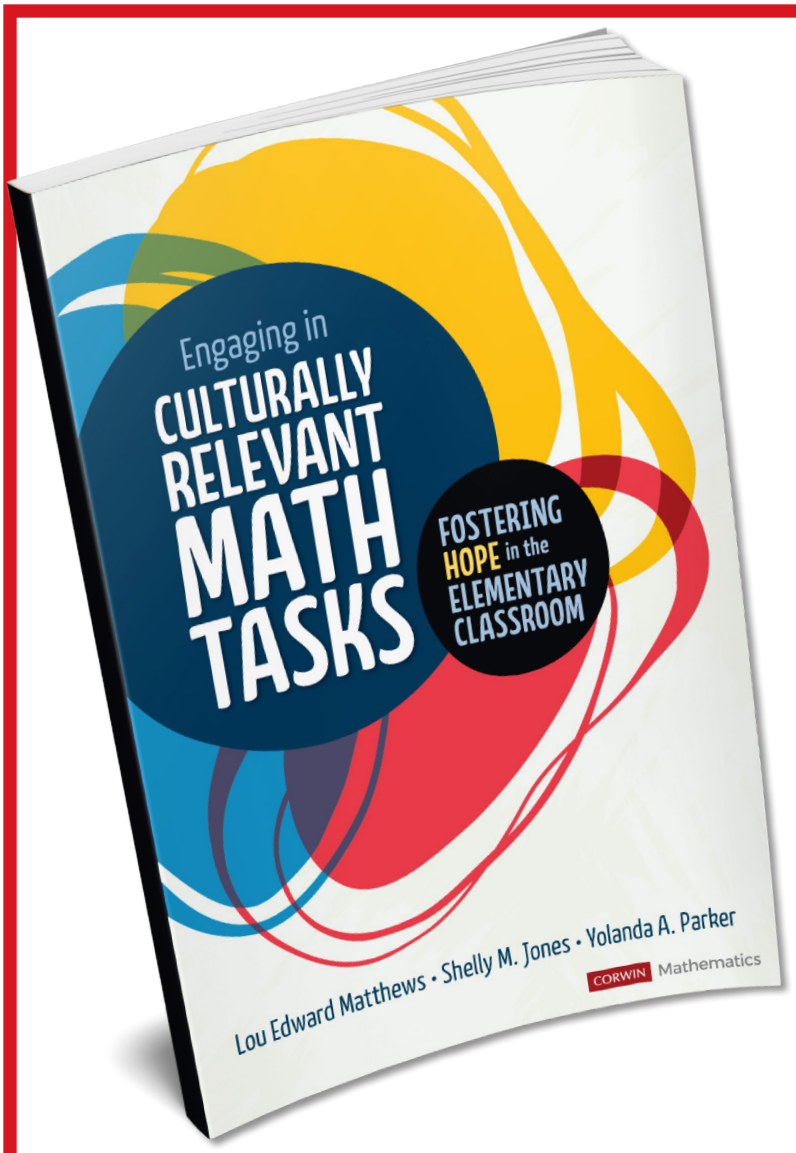

Thank you

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Please enjoy this complimentary excerpt from Engaging in Culturally Relevant Math Tasks.

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Completed Revising a Math Task to Be Culturally Relevant Template

Goal: Describe the desired movement on the CRCD mathematics task rubric (Emerging to Developing to Exemplary).

I would like to move the original task, "Two of Everything," from Emerging to Developing. I believe the original task would score as Emerging on the CRCD mathematics task rubric because it allowed for students to create their own rules for functions, but the functions did not connect to any "real-world" application. I revised this task to connect to the students' community and allow students to see how organizations in their community help the community. Students are able to give back to the community through a fund-raising event.

Original Task (should be a cognitively demanding task)

"Two of Everything" from *Lessons for Algebraic Thinking Grades 3–5*

The children's book *Two of Everything*, by Lily Toy Hong, tells the story of a magical brass pot that doubles whatever is put into it. The story is an engaging context for providing students with a beginning experience with examining a growth pattern, recording and extending data on a T-chart, and representing the pattern algebraically with an equation. The experience is then extended by changing the doubling rule of the pot to other rules for the children to figure out. The students use T-charts to represent what goes into and comes out of the pot and describe the patterns with both words and equations. Students also create rules of their own for others to guess.

Revised CRMTask

1. Students will take a look at different fund-raising ideas to raise money for a selected community organization in their city.
2. Students will research different community organizations to determine which organization our class would like to donate money to.
3. Students will determine the amount of money they would like to raise as a class.
4. Students will generate a list of fund-raising ideas: collect cans and bottles, bake sale, sell tickets to an event, and so on.
5. Students will generate T-charts and write equations to represent how much money could be earned from each fund-raising idea.
6. Students will use T-charts and equations to determine how long it will take to reach our goal with each fund-raising idea.

Why did you choose this task? What aspect of the task was the focus?

I focused on community funds of knowledge for this task. I liked the original task, "Two of Everything," but thought it could use a context that the students could use in the real world. The revised task allows students to examine growth patterns in different student-created fund-raising ideas, while the original task allowed students to create patterns but lacked a real-world context. Students must think about the expenses, profit, prices, and so on of various fund-raising ideas and reflect that in their T-charts and equations.

Using the CRCD mathematics task rubric, describe how the mathematics task was revised.

This task went from Emerging to Developing in the CRCD mathematics task rubric. It began as Emerging because the original task had a high level of cognitive demand, but it did not connect to the students' context. I was able to move the task from Emerging to Developing by connecting the idea of growth patterns to a fund-raising event the students would carry out for their community organizations. This would allow the students to use and explore growth patterns in a real-world context while allowing students to give back to their own community. While exploring growth patterns and writing equations, students had to account for possible expenses, profit, prices, and so on of their fund-raising ideas.

Math Content

Growth patterns and functions

Variables to represent the unknown

3.OA.A.3—Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.D.8—Solve problems involving the four operations and identify and explain patterns in arithmetic.

How will this empower students?

Students will become aware of local organizations that help their community. Students will give back to their community. Students will apply algebraic thinking to a context they interact with.