Launching Math Tasks to Engage All Students

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Ways to be Successful in Today’s Task!

- Reading and interpreting information
- Attending to units
- Keeping track of important information
- Organizing your thinking
- Recognizing constraints/boundaries
- Deciding on a plan to find viable combinations
- Being able to verify your results
- Understanding and using rates
- Asking questions, especially “why”
- Justifying with “because” statements

None of us have all of these abilities but each of us have some. This is why you will need everyone in your group to be successful today.

Be ready to explain your group thinking in a SHUFFLE QUIZ
Roles

**Team Captain** - Make sure all papers are as close as possible to the middle space so everyone has access to each other’s thinking.

**Recorder Reporter** - Make sure each person is recording the group’s thinking and everyone can justify the group’s reasons.

**Resource Manager** - Make sure all thinking is outloud and questions are answered by the group or are team questions.

**Facilitator** - Get the group off to a quick start by reading the task card out loud and encourages questions.
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Debriefing the Multiple Abilities Launch

How did the Multiple Abilities launch impact your work today? For yourself? For your group?

What where other strategies and structures that supported your work as a group?
Ways to be Smart Today

Thinking of concrete examples
Pensar en ejemplos concretos

Thinking abstractly / generally
Pensar abstractamente / generalmente

Respectfully disagreeing with others
Respetuosamente estar desacuerdo con los demás

Thinking of counter examples
Pensar en contraejemplos

Using measuring tools with precision
Usar los instrumentos de medición con precisión

Drawing angles and triangles
Dibujar ángulos y triángulos

Visualizing two-dimensional space
Visualizar el espacio bidimensional
The research-based **Multiple Abilities Treatment**, was refined in the context of Complex Instruction. Further research showed that its use reduces the effect of status on participation (Cohen and Lotan, 1994 and 2014).

For more information, see:


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