

Transcript – Amplifying Instructional Tasks

What do you think this graphic communicates? Turning up the volume on something? Amplifying sound? As we use the phrase "amplified instructional tasks," we want to be clear that amplifying an instructional task is not necessarily "turning the volume all the way up to the maximum volume." Rather, how can we, in the given planning time that we have, take an existing problem and turn it up "one or two levels"?

What role do the mathematical process standards play when "amplifying" an instructional task?

Some of your responses may include the following:

- The process standards allow for connections to problems in the real world, which are seldom isolated, one-skill problems.
- The process standards also allow for connections across the disciplines, which, again, often incorporate multiple mathematical skills.

Transcript – Considerations When Amplifying Instructional Tasks

Remember the considerations for amplifying a task from The Revised Math TEKS (2012) with Supporting Documents module.

- Related mathematical ideas within or across the grade level connections, and financial literacy standards
- Opportunities to extend the given context
- Opportunities to use various tools and materials, including manipulatives and technology
- Opportunities for students to collaborate in meaningful ways
- Strategies to meet student needs

How are the revised mathematical process standards related in these considerations?

Transcript – Possible Responses

Some of your responses may include the following: The mathematical process standards

- are embedded within each strand, providing the mortar that allows students to make connections within and between strands.
- require students to extend their understanding of mathematics in everyday life, society, and the workplace—including connections outside of the discipline.

- require students to use tools such as real objects, manipulatives, paper/pencils, technology, and mental math.
- require students to communicate mathematical ideas and use mathematical relationships to make connections between and within ideas.

The last consideration listed is "Strategies to meet student needs." We may need to consider how to apply the process standards in different ways to meet the different needs of our students.

How do you take the needs of our students into consideration?

Transcript – Possible Responses (continued)

When providing a task, how could we provide entry to the task to meet the needs of a struggling student? An English language learner? An advanced student? A struggling advanced English language learner?

Which of the following did you consider?

- Accessing prior knowledge
- Scaffolding instruction
- Providing multiple entry points
- Using language acquisition tools such as word banks and sentence frames
- Providing students with the opportunity to discuss the mathematics
- Providing activities/tasks that make connections to the real world
- Providing students with necessary background knowledge to make sense of real-world context that may be unfamiliar to them