Wayne County Math Teachers' Circle Immersion

Final Session: Planning a Class

11 August 2015

You may have seen this problem in the *Rachel Maddow Show* or as one of Dan Meyer's Three-Act Math Tasks

Wisconsin's football team has a mascot Bucky the Badger and at each football game Bucky the Badger does push-ups when Wisconsin scores. More specifically, whenever Wisconsin scores, Bucky does the number of push-ups corresponding to the new score on the scoreboard. For example, if Wisconsin has 34 points already and then scores a touchdown and extra point for 7 points, Bucky has to do 41 pushups. If a few minutes later the team scores a field goal (3 points), he has to do another 44 pushups. At one game in recent history, Wisconsin scored 83 points! Poor Bucky...

This context is rife with opportunities for posing mathematical questions. Thinking about the grade level you teach, what questions might you want students to work on? Brainstorm a few possible questions with your group.

If you are not currently teaching, think about the last grade you taught, or the grade of teachers you work with.

Note that you may choose to give them questions directly or have them generate their own, but think about what questions you aim for your students to eventually engage with.

Focusing on one or two questions from your list above, think about the following as a group.

One person in the group should record the group thoughts so you can share with the room at the end of the session.

- What math practices would come into play when your students solve the problem?

- What problem-solving strategies might help them approach the problem?

- What materials or manipulatives might you provide?

- What student approaches do you expect?

- What grade-level content is embedded in this task?

- How long would you spend on this task? What would the general outline of the lesson look like? Working in groups? A gallery walk? Something else?

- What scaffolding would you provide? What scaffolding would you choose not to provide?

- What extensions could you offer for advanced students?

- What experiences from earlier today might inform the way you think about implementing this task?