## M2C3 PLANNING MODELING TASKS Starting with CURRICULUM MATERIALS

## Strategies for Adapting/Opening Up Curriculum Tasks

## Change the way the Problem is Defined:

- Keep the question brief and open ended (the shortest question possible)
- Invite students to pose/define the question
- Include less information so that assumptions or decisions are required
- Leave some parameters of the task open, missing, or undefined
- Require justification and explanation


## Expand the Range of Possible Solutions:

- Remove or change restrictions
- Adjust or remove quantities to allow for multiple solutions


## Adapt the Context:

- Change the context to allow more complexity or reasoning
- Change the context to connect to students' experiences and interests

Select a contextualized task from your curriculum materials to adapt. (Word problems, or real-world application problems)

|  | Original Task (from curriculum) | Adapted Task |
| :--- | :--- | :--- |
| Task | Jonah loved to read. Yesterday he read 36 <br> pages and today he read 28 pages. How <br> many pages did Jonah read in all? | Jonah loved to read. He wanted to read <br> an entire chapter book in one week. <br> Make a plan with your table partners <br> that shows how many pages he should <br> read each day to finish his book in a <br> week. |
| Key Math <br> Ideas or <br> Skills | Addition <br> students could use multiple strategies to <br> solve this join-result-unknown problem. | Addition, subtraction, multiplication, <br> division <br> Students could use multiple strategies <br> and operations to solve this non-routine <br> or open-ended problem. |
| Information <br> given | Specific number of pages Jonah read <br> each day. | Jonah wants to read 1 chapter book. He <br> needs to finish the book in 1 week. |
| Information <br> students <br> need to <br> generate | none | Number of pages in the book. How <br> many pages Jonah reads in a day, and <br> whether he reads the same number of <br> pages each day. How many days are in <br> a week (school week or calendar). |
| Decisions or <br> assumptions <br> needed | none | If any of the information needed (see list <br> above) is not known or easy to <br> generate, students will need to make <br> decisions or assumptions. (For example, <br> students may assume that Jonah only <br> reads during the school week.) |

