Instructions:

* Analyze and discuss student solutions to the task.
	+ What do you “hear” the students saying?
	+ How do the students understand the math involved?
	+ What is your evidence of this?
* Generate questions to further probe student thinking of the mathematics in each solution.

| **Student Solutions** | **Generated Questions** |
| --- | --- |
| Student A |  |
| Student B

|  |  |  |  |
| --- | --- | --- | --- |
| **JR** | **JB** | **JR** | **JB** |
| 5 | 13 | 55 | 143 |
| 10 | 26 | 60 | 156 |
| 15 | 39 | 65 | 169 |
| 20 | 52 | 70 | 182 |
| 25 | 65 | 75 | 195 |
| 30 | 78 | 80 | 208 |
| 35 | 91 | 85 | 221 |
| 40 | 104 | 90 | 234 |
| 45 | 117 | 95 | 247 |
| 50 | 130 | 100 | 260 |

 |  |
| Student C100 JR is 95 more than the 5 I   started with.  So I will need 95 more JB than the 13 I started with.  5  JR  +  95  JR  =  100  JR   13  JB  +  95  JB  =  108  JB |  |
| Student D     (x20)  5 JR -> 100 JR13 JB -> 260 JB |  |
| Student E(x10)  1 JR -> 100 JR2.6 JB -> 260 JB |  |
| Student FMacintosh HD:Users:dianekinch:Desktop:Screen Shot 2015-01-10 at 3.48.19 PM.png |  |