Pizza Party Task

Diego brought 14 slices of pizza for the party. Joe brought 5 slices of pizza. How many more slices of pizza did Diego bring than Joe?

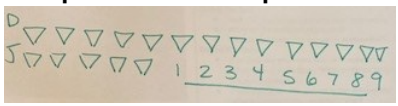
Grade 1 Pizza Task

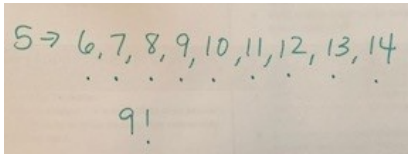
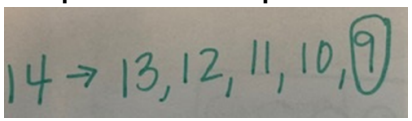
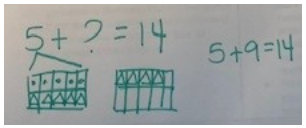
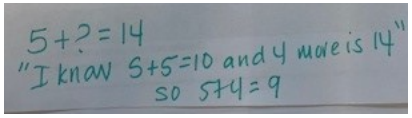
Task	Diego brought 14 slices of pizza for the party. Joe brought 5 slices of pizza. How many more slices of pizza did Diego bring than Joe?
Mathematical Goal	Student Goal (Share beginning of lesson): Mathematicians use what they know about the story to represent their thinking. Student Goal (Share at the end): Mathematicians flexibly solve problems using the relationship between addition and subtraction.
Launch What vocabulary might be new or confusing? What background knowledge should be activated? What tools might students have access to?	Launch the task by slowly revealing more parts over time. "Diego and Joe are going to a pizza party" **Ask: Who has been to a pizza party? What would you like to share?** Diego and Joe are going to a pizza party. Diego brought ___ slices of pizza for the party. Joe brought ___ slices of pizza. **Ask: What new information do you have? What do you want to know?** Diego brought 14 slices of pizza for the party. Joe brought 5 slices of pizza. **Ask: What questions could we ask about this story?** Final Reveal: Diego brought 14 slices of pizza for the party. Joe brought 5 slices of pizza. How many more slices of pizza did Diego bring than Joe?

Monitoring Chart- Planning for Mathematical Discourse

Math Task: First Grade Pizza Party

Mathematical Goals: Mathematicians use what they know about the story to represent their thinking. Mathematicians flexibly solve problems using the relationship between addition and subtraction.

Teacher Completes Prior to Task Implementation			Teacher Completes During Task Implementation	
Anticipated Student Response/Strategy *Provide examples of possible correct student responses along with examples of student errors/misconceptions*	**Assessing Questions – Teacher Stays to Hear Response** *Teacher questioning that allows student to explain and clarify thinking*	**Advancing Questions – Teacher Poses Question and Walks Away** *Teacher questioning that moves thinking forward*	**List of Students Providing Response** *Who? Which students used this strategy?*	**Discussion Order - sequencing student responses** • *Based on the actual student responses, sequence and select particular students to present their mathematical work during class discussion* • *Consider ways to ensure that each student will have an equitable opportunity to share his/her thinking during task discussion*
Anticipated Student Response A: 	• Tell me about your picture. • What does __ represent? • Where do you see ___? • Why did you circle/box __? • Where is the difference in the amount of pizza they have? • How do you know your picture matches the story?	• Is there a number sentence that represents your picture? • Is that the only number sentence that could match what you drew? • Is there only one operation that can be used? How do you know? • Can you explain how you know the story matches your picture/strategy?		
Anticipated Student Response B: 	• Tell me about your picture. • Where do you see the parts of the story in your picture? • Why did you put a square around those circles? What does that mean? • What does __ represent? • Why did you cross off __?	• What equation would match your picture? How do you know? • Is there only one operation that can be used? How do you know? • So you started with the pieces Diego brought. Can you start with the pieces Joe brought? Would that work? • Can you explain how you know the story matches your picture?		

Anticipated Student Response/Strategy	Assessing Questions – Teacher Stays to Hear Response	Advancing Questions – Teacher Poses Question and Walks Away	List of Students Providing Response	Discussion Order - sequencing student responses
Anticipated Student Response C: 	• Where do you see the parts of the problem? • Why did you start at 5? • How did you know when to stop? • Where do you see the answer? • How did you keep track of …?	• What number sentence might match the way you represented the problem? • You counted up. Is there another way we can think about this story?		
Anticipated Student Response D: 	• Where do you see the parts of the problem? • Why did you start at 14? • How did you know when to stop? Why did you stop at 9? • Where do you see the answer? • How did you keep track?	• What number sentence might match the way you represented the problem? • You counted back. Is there another way we can think about this story?		
Anticipated Student Response E: 	• Why did you write that number sentence? • How do you know it matches the story? • Tell me about your picture. How did the tens frames help you?	• How might you represent your picture with numbers? • What do you know about 10 that can help you? • When will making a 10 make the problem easier? • I see you added up. Is that the only way this problem can be solved? How do you know?		
Anticipated Student Response F: 	• Tell me about your number sentence. • How does it connect to the parts of the problem in the story? • Where are the slices that __ brought? • Why did you add 5 first? How did that help you?	• You did __ to solve. Is there only one operation that can be used? How do you know? • In this problem making 10 helped you. Would that always work? When? • How are addition and subtraction related?		

The Share

Facilitating Connections a) Student responses to each other b) Responses to task goals c) To the goal (s)	**Strategy 1: Counting on from 5** ● Where do you see the parts of the story in ____'s strategy? ● Why did you start/ stop there? ● How did you find out how many more slices of pizza Diego brought? ● Why did this feel easy for you? ● What number sentence matches ____'s strategy? **Strategy 2: Counting back from 14** ● Where do you see the parts of the problem in this strategy? ● Why did you cross off …? ● Where is your answer? How does it connect back to the story? ● How is _____'s strategy similar or different to ____'s strategy? ● What number sentence matches ___'s strategy?
Reflection	Why can you count on (add) or subtract to solve this story problem? Why will both work? Will both always work?