Step 1: Define the Task

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| Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme. |

Step 2: Determine the Initial DOK Level of the Task

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| What level? Level three |
| Why? The task goes beyond the content standards and includes expectations aligned with the standards of mathematical practice (reason abstractly and quantitatively). Students are asked to illustrate (which could be seen as a level 2) but also explain how the illustration demonstrates the reoccurring theme. The task also requires multiple presentations (number sentence, pictorial, and text description). |

Step 3: Identify the Standard(s) Addressed

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| **CC.2.2.3.A.2:** Understand properties of multiplication and the relationship between multiplication and division.M03.B-O Operations and Algebraic ThinkingM03.B-O.1.2.1M03.B-O.1.2.2X Essential □ Important |

Step 4: Adjust the DOK Level

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| □ Yes X No |

Step 5: Develop Supported Enrichment Tasks

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| Option | Entry Level | Advanced Level | Most Challenging Level |
| #1 | Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme. | Describe how the four operations are connected to each other? Create a multi-step word problem and solve it, showing which operation(s) you used and explain why it was the most efficient option. | Describe an occupation that would apply multiplication and division in their field. Create a real life scenario describing how they would make use of that connection. |

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| Option | Entry Level | Advanced Level | Most Challenging Level |
| #2 | Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme.*Give Detailed Parameters for representation (poster)* | Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme.*Give Open-Ended Parameters for representation (poster)* | Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme.*Allow student created structure (not necessarily a poster)* |
| #3 | Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme.*Give Detailed Parameters for representation (poster)* | Explain how multiplication and division are connected. What is the reoccurring theme seen in both? Create a visual representation to display and explain this reoccurring theme.*Give Open-Ended Parameters for representation (poster)* | Describe two occupations that would apply multiplication and division in their fields?. Create a real life scenario describing how they would be implemented in one of those occupations. |
|  | X By the Lesson□ By the Week□ By the Unit\*\**Students who demonstrate through pre-assessment (short or mid cycle) that they already have secured the (some or all) skills necessary to complete the task do not need the instruction or practice that Below or On Level learners may need.* |