CCRS Teacher Workout

*Supplying the Answer*

**Time needed:** 30-40 minutes

**Goals:**
- Consider how “devaluing the answer” leads to rich mathematical conversations and deeper learning for students.
- Gain comfort with Mathematical Practice 3: *Construct viable arguments and critique the reasoning of others.*

**Materials**

1. Math Institute presenter 2019 Sara Van Der Werf encouraged participants to “devalue the answer” as a means to encouraging more math conversation in the classroom. Begin with 2 math problems on the board/screen (eggs examples above).
2. Ask your colleagues to read the two ways of asking about egg prices.
3. Discuss:
   a. What is required to answer each question?
   b. What math skills are practiced with each?
   c. Which evokes more discussion, and why?
   d. Do both questions offer equal access to the math conversation and practice?
Practice

4. Look at the following typical math questions and offer at least one way to “devalue the answer” for each.

**Example:**
You have a rectangle with a length of 8 cm and a width of 2 cm. Find the area.

**Possible “devalued” question:**
You have a rectangle with an area of 16. What could be the dimensions of this rectangle?

What percent of 2100 is 800? (Alternative in word format: Suzanna’s rent is $800/month, and her monthly income is $2100. What percent of her income goes to rent?)

**Possible “devalued” question:**

2 + 3 + x = 12
(If Terri has 2 cookies and Patsy has 3, how many more do they need to make a dozen?)

**Possible “devalued” question:**

Wrap Up

5. As a group/partner, identify the connection between having students come up with reasons for a given answer and Mathematical Practice 3.

6. Give teachers time to share how they can use/have used a “supply the answer” strategy in their classrooms.

7. Discuss when it may be most appropriate to use this strategy.