

LESSON ANALYSIS PROTOCOL

Title of mathematics task:
Section 1-5 Distributive Property:
Glencoe Algebra Readiness

1. PURPOSE

	What do you want students to know and understand as a result of working on this task?	What will students say, write, show, or do to communicate their understanding?
<i>Mathematical Content</i>	Students will understand that the distributive property can be used to simplify expressions and equations.	Analyze an example in the textbook
<i>Mathematical Process</i>	Distributing a common factor to all the terms inside the parenthesis	Fill in numbers to complete equivalent expressions using the distributive property
<i>Academic Language</i>	Distributive Property Factor Expression Equivalent	Talk Math on page 86, students explain to a partner how to use the distributive property to multiply a single digit and double digit number.

2. ABOUT THE TASK

Cognitive Demand Level of Task

Cognitive Demand Level		Justification: The task as written is very procedural and does not demand any justification or modeling from students.
**Low e.g. Memorization or Procedure w/out connection	<input type="checkbox"/> High e.g. Procedure with connections, problem solving where procedures aren't immediately clear	
If Low Demand, how will you revise task to be high demand? <ul style="list-style-type: none"> • Use pictures and algebra tiles as models of the distributive property. • Have students explain and justify their reasoning to a partner • Design collaborative posters that allow students to represent the distributive property in multiple ways • Use sentence frames to allow students to write about the distributive property 		

Solution Strategies:

- What are all the ways this task can be solved? **(Solve the task yourself!)**

- How will students solve it?

- What misconceptions might students have?

- What errors might students make?

- How will students communicate their mathematical understanding?