**Presenter Background Information Organizer - EXAMPLE**

**Presenter: Mike DiCicco**

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| **Challenge:** *The challenge related to argumentation/reasoning/justification I am faced with is \_\_\_\_\_.*  When I conduct this lesson my students are successful at applying these strategies when comparing fractions & decimals.  Furthermore, students are generally successful at applying these strategies in the various activities that follow this lesson within the unit.  However, I often revisit the application of these strategies during review activities throughout the remainder of the year and some of my students struggle to apply these strategies at that time. |

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| **Focusing Question** (what do you want help with?)**:** *The question I would like help with is \_\_\_.*  Do you have suggestions for how I can help my students to maintain their proficiency in applying these strategies? |

**In order to understand the challenge and question, it’s helpful to know:**

**Context/background and purpose:** Provide a brief summary of context and purpose of the resource related to argumentation, reasoning, and/or justification. OPTIONAL sentence starters – use as needed to give necessary background info:

This lesson is used in my fifth grade math class at Mansfield Middle School. This lesson occurs prior to ordering fractions and decimals on number lines towards the end of my unit on fractions and decimals. Students are presented with several strategies for comparing fractions:

1. Compare the fractions to 1
2. Compare the fractions to ½
3. Rewrite the fractions as decimals
4. Common Numerators
5. Common Denominators

Students were asked to write a brief explanation if they compared the fractions to 1, ½ or if they rewrote the fractions as decimals. If students used common denominators or common numerators I asked them to show their work. Students in my classroom are in groups of three or four students and the class expectation is that they ask their group members for assistance prior or asking me for help. Furthermore, group members are working together and checking in with one another as they progress through given assignments. This lesson took place over several classes. At the end of each class we concluded with a discussion where we investigated when each strategy would be useful. Furthermore, students recorded their reasoning in their journals and on exit tickets.

* **Artifact** (e.g., lesson, task, rubric, student work samples, video clip, etc. related to supporting argumentation, reasoning, and/or justification)**:** The artifact should help us see or understand the challenge better. Explain to others what artifact you’re sharing, why you’re sharing it, and how it relates to the challenge.

I brought a worksheet that students completed with their group members as part of this lesson. I selected this artifact because it illustrates typical student responses.

\*\* As presenter you should also read the protocol carefully. It contains other suggestions to help you present your case to the group and *time limits* for sharing. Feel free to use any of those ideas here as you see fit. \*\*