



THE OHIO STATE UNIVERSITY

Mathematics Teaching Institute

Day Three



The Candy Bar Problem

Chris has 13 candy bars. She wants to share them among 8 children. How many candy bars will each child get if each child gets the same amount of candy and all of the candy bars are used?

You do **not** know how to complete operations with fractions (+, -, x, /).

You **do** know what fractions are and how to write some of them.

Work with a partner to solve the problem at least two different ways.

Represent your solving strategies on chart paper.



Candy Bar Problem



Think like a child might think

Complete your solutions and represent them on chart paper, and
Post solutions on the wall

If you are done . . .

Visit posted solutions

Write down any questions that emerge

Does this activity fit within the CCSS? If yes,
identify the appropriate mathematical practices,
domain(s) and cluster(s).



Candy Bar Problem



Debriefing the Pedagogy:

What are your thoughts about the candy bar problem?

What are the benefits for student learning and teaching?

What are potential detriments?

Would you adapt this task or give it to your students as it was presented to you? If you would adapt the task, what changes would you make?



Your Turn!

Start with a task you would consider using in Week One of your school year.

- Adapt the task for the students in your respective classroom by removing constraints and overly guiding step-by-step instructions.
- What do you feel students will do when they encounter your adapted task?
- Be prepared to share your original and adapted-task with your table groups. This is a collaborative process!



Number Talks with a Mathematics Coach

How to use them to build students'
number sense

Developing computational fluency
through number talks

Implementing number talks in your
classroom and school