**To Multiply or Not Task Card**

Some of the situations on your handout can be represented by 1/8 x 2/5, while others need a different operation. Select the situations that can be represented by multiplying these two numbers. For the remaining, tell what operation is appropriate. In every case, justify your thinking.

**Part I: Elbow Partner Work time**

**Instructions:**

* + Solve the task as an adult learner.
  + If you get stuck ask your partner a question
  + If you both get stuck view the hint cards on the wall
  + Once you have solved it, solve it another way.
  + Then solve it in another way…

**Part II: Comparing your results and building consensus**

**Instructions:**

* + Do one problem at a time and compare your work and methods to another group
    - As a group, discuss how your work is similar and/or different.
    - If they used an image, can you explain how the values in the fractions are represented by the images they used?
    - If they used expressions or equations can you explain how the values in the problem are represented by the expressions or equations?
    - If you disagree with an answer, can you provide an explanation or counterexample to show the other pair that their answer is incorrect?
  + Challenge problem: If your group finishes early
    - Work with your partner to create 2 problems with the fractions 1/8 and 2/5 and ask your group mates to determine which problem can be solved with multiplying 1/8 and 2/5 and which problem can not.

**Part III: Sharing student learning and whole class discussion**

**Instructions:**

* If you are asked to share, please share your work at the front of the room.
  + Explain your thinking.
  + Explain why you used the mathematics that you did.
  + Explain why you believe your answer is correct.
* If you are listening,
  + Ask yourself, how is their work similar or different than ours?
  + How does their work relate to the previous person that shared?
  + Are their particular strategies or methods that make more sense to you or seem simpler to use? Why?

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